DOCUMENT RESUME

ED 392 852 TM 024 709

AUTHOR Horn, Laura J.; And Others
TITLE Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992-93. With an Essay on Undergraduates at Risk. Statistical Analysis Report.
INSTITUTION MPR Associates, Berkeley, CA.
SPONS AGENCY National Center for Education Statistics (ED), Washington, DC.
REPORT NO ISBN-0-16-048410-3; NCES-96-237
PUB DATE Oct 95
NOTE 187p.; For an earlier statistical analysis report on the same subject, see ED 354 831.
AVAILABLE FROM U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE Books (010) -- Statistical Data (110) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Persistence; Educational Attainment; Employment Patterns; Enrollment; Higher Education; *High Risk Students; Majors (Students); *Profiles; *Student Characteristics; Student Financial Aid; Student Responsibility; Tables (Data); *Undergraduate Students
IDENTIFIERS *National Postsecondary Student Aid Study

ABSTRACT

This report profiles undergraduates enrolled in postsecondary education for the academic year 1992-93. It relies on data from the 1992-93 National Postsecondary Student Aid Study, third in a series conducted by the Department of Education. The report begins with an essay that explores the extent to which undergraduates have outside responsibilities and enrollment patterns that increase their risk of not attaining a degree or postsecondary certificate. Following the essay, a compendium of tables provides comprehensive information about enrollment patterns, programs of study, student characteristics, financial aid receipt and employment, students' educational aspirations, and their community service participation. Not since the 1970s has the typical postsecondary student been a recent high school graduate enrolled full-time at a four-year school, and working toward a Bachelor's degree. On the contrary, such students represented only about one-third of undergraduates enrolled in 1992-93. The first section of the compendium contains detailed risk factor tables, and the remaining sections are marked to highlight topic findings. (Contains 9 text tables, 8 figures, and 58 tables in the compendium.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 392 852

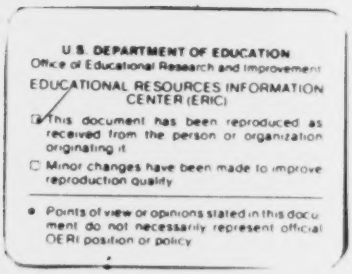
TM

NATIONAL CENTER FOR EDUCATION STATISTICS

Statistical Analysis Report — October 1995

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992–93

With an Essay on Undergraduates at Risk


U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it
Minor changes have been made to improve reproduction quality
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

TM024709

U.S. Department of Education
Office of Educational Research and Improvement NCES 96-237

BEST COPY AVAILABLE

NATIONAL CENTER FOR EDUCATION STATISTICS

Statistical Analysis Report October 1995

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992–93

With an Essay on Undergraduates at Risk

Laura J. Horn
Mark D. Premo
MPR Associates, Inc.

Andrew G. Malizio, Project Officer
National Center for Education Statistics

U.S. Department of Education
Office of Educational Research and Improvement NCES 96-237

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Sharon P. Robinson
Assistant Secretary

National Center for Education Statistics
Jeanne E. Griffith
Acting Commissioner

National Center for Education Statistics

The purpose of the Center is to collect and report "statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education."--Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001).

October 1995

Contact:
Aurora M. D'Amico
(202) 219–1365

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-048410-3

Foreword

This report profiles undergraduates enrolled in postsecondary education for the academic year 1992–93. It relies on data from the 1992–93 National Postsecondary Student Aid Study (NPSAS:93), the third in a series of surveys conducted by the U.S. Department of Education. The NPSAS surveys are designed to represent all postsecondary students enrolled during the survey year and to provide detailed information about postsecondary students' financial aid and educational expenses.

The report begins with an essay that explores the extent to which undergraduates have outside responsibilities and enrollment patterns that increase their risk of not attaining a degree or postsecondary certificate. Following the essay is a compendium of tables that provides comprehensive information about enrollment patterns, programs of study, student characteristics, financial aid receipt and employment, undergraduates' educational aspirations, and their community service participation. The first section of the compendium contains detailed risk factor tables, and the remaining sections are prefaced with a series of bullets that highlight the findings for that topic.

The estimates presented in the report were produced using the NPSAS:93 Data Analysis System (DAS). The DAS is a microcomputer application that allows users to specify and generate their own tables from the NPSAS:93 data. This software system produces design-adjusted standard errors necessary for testing the statistical significance of differences shown in the tables. For more information about the DAS, readers should consult appendix B of this report.

Paul D. Planchon
Associate Commissioner
Postsecondary Education Statistics Division

Acknowledgments

The authors wish to thank all those who contributed to the production of this report. At MPR Associates, Stephanie Cuccaro-Alamin provided valuable assistance in reviewing and summarizing the literature; Susan Choy reviewed the report and provided helpful criticism. Thanks also to Andrea Livingston and Karen Singson who edited the report, and Lynn Sally who was responsible for all the word processing, formatting, and graphics presentation.

We would like to acknowledge the guidance of Andrew Malizio and C. Dennis Carroll at NCES throughout the production of this report. Also at NCES, Marilyn McMillen, and Robert Burton provided helpful criticism of the draft report. Other reviewers who gave us constructive feedback include Richard Apling (Congressional Research Service, Library of Congress); David Bergeron (Office of Postsecondary Education, U.S. Department of Education); Jay Noell (Congressional Budget Office); Kent Phillippe (American Association of Community Colleges); and Beth Young (Pinkerton Computer Consultants). Thanks to all these reviewers who strengthened the final report.

Table of Contents

	Page
Foreword	iii
Acknowledgments	iv
List of Tables	vi
List of Figures	xii
Undergraduates at Risk	1
Purpose and Organization of Report	3
Individual Risk Factors	5
Delayed Enrollment	5
Part-Time Attendance	7
Financial Independence	10
Undergraduates with Dependents; Single Parents	12
Students Working Full Time While Enrolled	14
Students Who Did Not Graduate from High School	16
Multiple Risk Factors	18
Risk Factors and Persistence in 1992–93	20
Summary and Conclusions	23
Table Compendium	25
Detailed Risk Factor Tables	26
Enrollment Characteristics	59
Degree Program and Field of Study	71
Student Characteristics	85
Financial Aid, Employment	122
Educational Aspirations and Community Service	140
Appendix A	149
Appendix B	160

List of Tables

Table		Page
1	Percentage of undergraduates with specific risk factors, by risk factor and level of institution: 1992–93	4
2	Percentage of undergraduates according to whether or not they delayed enrollment into postsecondary education, by selected student and institutional characteristics: 1992–93	6
3	Percentage distribution of undergraduate enrollment according to attendance patterns, by selected student and institutional characteristics: 1992–93	9
4	Percentage of undergraduates according to dependency status, by selected student and institutional characteristics: 1992–93	11
5	Percentage distribution of undergraduates according to number of dependents (excluding spouse) and the percentage of undergraduate single parents, by selected student and institutional characteristics: 1992–93	13
6	Percentage distribution of undergraduates according to the number of hours worked per week while enrolled, by selected student and institutional characteristics: 1992–93	15
7	Percentage distribution of undergraduates according to their high school degree or equivalency status, by selected student and institutional characteristics: 1992–93	17
8	Percentage of undergraduates according to the number of their risk factors, by selected student and institutional characteristics: 1992–93	19
9	Among undergraduates enrolled in fall 1992 who also reported plans to be enrolled in the following year (1993–94), the percentage distribution according to average number of months enrolled, by selected student and institutional characteristics: 1992–93	22

Compendium Tables

Table		Page
1.1a	Percentage of undergraduates who delayed entry into postsecondary education and the average number of years delayed, by selected institution and education characteristics: 1992–93	27
1.1b	Percentage of undergraduates who delayed entry into postsecondary education and the average number of years delayed, by selected student characteristics: 1992–93	29
1.2a	Percentage distribution of undergraduate enrollment according to attendance patterns, by selected institution and education characteristics: 1992–93	31
1.2b	Percentage distribution of undergraduate enrollment according to attendance patterns, by selected student characteristics: 1992–93	33
1.3a	Percentage of undergraduates according to dependency status, by selected institution and education characteristics: 1992–93	35
1.3b	Percentage of undergraduates according to dependency status, by selected student characteristics: 1992–93	37
1.4a	Percentage distribution of undergraduates according to number of dependents (excluding spouse) and the percentage of undergraduate single parents, by selected institution and education characteristics: 1992–93	39
1.4b	Percentage distribution of undergraduates according to number of dependents (excluding spouse) and the percentage of undergraduate single parents, by selected student characteristics: 1992–93	41
1.5a	Percentage distribution of undergraduates according to the number of hours worked per week while enrolled, by selected institution and education characteristics: 1992–93	43
1.5b	Percentage distribution of undergraduates according to the number of hours worked per week while enrolled, by selected student characteristics: 1992–93	45
1.6a	Percentage distribution of undergraduates according to their high school degree or equivalency status, by selected institution and education characteristics: 1992–93	47

1.6b Percentage distribution of undergraduates according to their high school degree or equivalency status, by selected student characteristics: 1992-93 49

1.7a Percentage distribution of undergraduates according to the number of their risk factors, by selected institution and education characteristics: 1992–93 51

1.7b Percentage distribution of undergraduates according to the number of their risk factors, by selected student characteristics: 1992–93 53

1.8a Percentage distribution of undergraduates enrolled in fall 1992 who also reported plans to be enrolled in the following year (1993–94) according to average number of months enrolled, by selected institution and education characteristics: 1992–93 55

1.8b Percentage distribution of undergraduates enrolled in fall 1992 who also reported plans to be enrolled in the following year (1993–94) according to average number of months enrolled, by selected student characteristics: 1992–93 57

2.1a Percentage distribution of undergraduate enrollment according to control of institution, by selected institution and education characteristics: 1992–93 61

2.1b Percentage distribution of undergraduate enrollment according to control of institution, by selected student characteristics: 1992–93 62

2.2a Percentage distribution of undergraduate enrollment according to level of institution, by selected institution and education characteristics: 1992–93 64

2.2b Percentage distribution of undergraduate enrollment according to level of institution, by selected student characteristics: 1992–93 65

2.3a Percentage distribution of undergraduate enrollment according to level and control of institution, by selected institution and education characteristics: 1992–93 67

2.3b Percentage distribution of undergraduate enrollment according to level and control of institution, by selected student characteristics: 1992–93 69

3.1a Percentage distribution of undergraduate enrollment according to degree program, by selected institution and education characteristics: 1992–93 72

3.1b Percentage distribution of undergraduate enrollment according to degree program, by selected student characteristics: 1992–93 74

3.2a Percentage distribution of undergraduate enrollment according to their major field of study, by selected institution and education characteristics: 1992–93 76

3.2b Percentage distribution of undergraduate enrollment according to their major field of study, by selected student characteristics: 1992–93 78

3.3a Percentage distribution of undergraduates according to their cumulative grade point average, by selected institution and education characteristics: 1992–93 81

3.3b Percentage distribution of undergraduates according to their cumulative grade point average, by selected student characteristics: 1992–93 83

4.1a Gender distribution of undergraduates, by selected institution and education characteristics: 1992–93 88

4.1b Gender distribution of undergraduates, by selected student characteristics: 1992–93 90

4.2a Age distribution of undergraduates, by selected institution and education characteristics: 1992–93 92

4.2b Age distribution of undergraduates, by selected student characteristics: 1992–93 94

4.3a Percentage distribution of undergraduates according to their income percentile ranking, by selected institution and education characteristics: 1992–93 96

4.3b Percentage distribution of undergraduates according to their income percentile ranking, by selected student characteristics: 1992–93 98

4.4a Percentage distribution of dependent undergraduates' family income level, by selected institution and education characteristics: 1992–93 100

4.4b Percentage distribution of dependent undergraduates' family income level, by selected student characteristics: 1992–93 102

4.5a Percentage distribution of independent undergraduates' income level, by selected institution and education characteristics: 1992–93 103

4.5b Percentage distribution of independent undergraduates' income level, by selected student characteristics: 1992–93 105

4.6a Racial–ethnic distribution of undergraduates, by selected institution and education characteristics: 1992–93 106

4.6b Racial–ethnic distribution of undergraduates, by selected student characteristics: 1992–93 108

4.7a Percentage distribution of undergraduates according to their citizenship status, by selected institution and education characteristics: 1992–93 110

4.7b Percentage distribution of undergraduates according to their citizenship status, by selected student characteristics: 1992–93 112

4.8a Percentage distribution of undergraduates' marital status, by selected institution and education characteristics: 1992–93 114

4.8b Percentage distribution of undergraduates' marital status, by selected student characteristics: 1992–93 116

4.9a Percentage distribution of undergraduates according to their local residence, by selected institution and education characteristics: 1992–93 118

4.9b Percentage distribution of undergraduates according to their local residence, by selected student characteristics: 1992–93 120

5.1a Percentage of financially dependent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected institution and education characteristics: 1992–93 124

5.1b Percentage of financially dependent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student characteristics: 1992–93 126

5.2a Percentage of financially independent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected institution and education characteristics: 1992–93 128

5.2b Percentage of financially independent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student characteristics: 1992–93 130

5.3a Percentage distribution of undergraduates according to the industry in which they were employed, by selected institution and education characteristics: 1992–93 132

5.3b Percentage distribution of undergraduates according to the industry in which they were employed, by selected student characteristics: 1992–93 134

5.4a Percentage distribution of undergraduates according to students' plans for the next year (1993–94), by selected institution and education characteristics: 1992–93 136

5.4b Percentage distribution of undergraduates according to students' plans for the next year (1993–94), by selected student characteristics: 1992–93 138

6.1a Percentage distribution of undergraduates according to their educational aspirations, by selected institution and education characteristics: 1992–93 141

6.1b Percentage distribution of undergraduates according to their educational aspirations, by selected student characteristics: 1992–93 143

6.2a Percentage distribution of undergraduates according to the number of hours of community service they worked per week, by selected institution and education characteristics: 1992–93 145

6.2b Percentage distribution of undergraduates according to the number of hours of community service they worked per week, by selected student characteristics: 1992–93 147

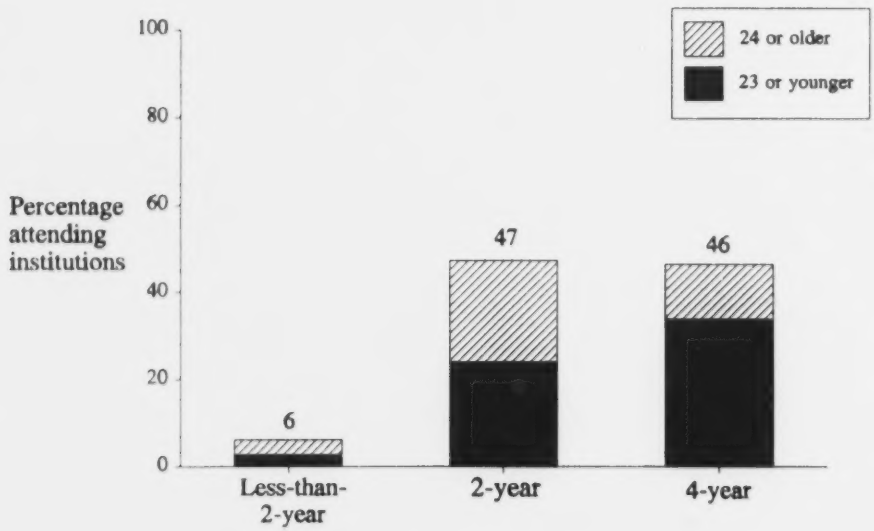
List of Figures

Figure		Page
1	Percentage distribution of undergraduate enrollment according to the highest award offering of institution, by age: 1992–93	1
2	Percentage distribution of undergraduates, by highest award offering of institution for each risk factor: 1992–93	4
3	Percentage distribution of undergraduates' attendance status, by highest award offering of institution: 1992–93	8
4	Percentage distribution of undergraduates in various degree programs, by attendance status: 1992–93	10
5	Percentage distribution of undergraduates with and without dependents, by highest award offering of institution: 1992–93	12
6	Percentage distribution of single parents and independent non-single parents, by income level: 1992–93	14
7	Percentage distribution of independent undergraduates receiving financial aid, by employment status: 1992–93	16
8	Percentage distribution of undergraduate enrollment according to highest offering level of institution, by high school graduation status: 1992–93	17

Undergraduates at Risk

Not since the 1970s has the typical student in postsecondary education (PSE) been a recent high school graduate enrolled full time in a 4-year college or university, working toward a bachelor's degree. On the contrary, these students represented about one-third of undergraduates enrolled in 1992–93.[1] During that academic year, about the same proportion of undergraduates were enrolled in 2-year institutions as were enrolled in 4-year colleges and universities (figure 1).[2] In addition, about 6 percent of undergraduates were enrolled in less-than-2-year institutions (primarily private, for-profit trade schools) that typically offer programs of short duration (e.g., less than a year), resulting in a vocational certificate in such fields as cosmetology and administrative/secretarial skills.

Figure 1—Percentage distribution of undergraduate enrollment according to the highest award offering of institution, by age: 1992–93



NOTE: The numbers at the top of the bars are the percentages of all undergraduates enrolled at that type of institution. The patterns inside the bars are the proportions of younger and older students within the institution type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

[1]Approximately 46 percent of undergraduates attended 4-year colleges or universities, and about 68 percent of these students were under the age of 24. Thus, overall about one-third (48 percent of 68 percent) of undergraduates were "traditional" students.

[2]This report refers to institutions that offer 2- to 3-year programs (less than a bachelor's degree) as 2-year institutions, and colleges that offer bachelor's degrees or higher as 4-year institutions. The term *level* refers to the highest offering of the institution.

While so called traditional students represent a minority of undergraduates currently enrolled in postsecondary education, they are more successful in attaining bachelor's degrees than their less traditional peers. Traditional students are often better prepared academically to enter college,[3] and they generally have adequate financial support from their families and financial aid programs.[4] Such resources allow these students to concentrate on their studies full time, freeing them from the financial and time constraints often imposed on less traditional students.

As the undergraduate population has expanded to include more women, older students, minorities, and students from low income families, so has the number of students at risk of not completing their educational program.[5] Such students may encounter a range of economic, social, or cultural barriers to persistence and attainment in postsecondary education attendance. Often they have families to support, they may work full time while they are enrolled, and some have to commute long distances either to their jobs or to school. These and other external constraints may conflict with postsecondary education attendance and persistence. And for the students affected, services such as affordable child care and flexible class schedules are a necessity. In fact, researchers such as Bean and Metzner have argued that alleviating environmental stress factors plays a more important role in helping nontraditional students realize their educational goals than it does for more traditional students (i.e., those who enroll immediately in colleges or universities and who attend full time for the duration of their enrollment).[6] These same researchers also point out that such assistance may compensate for nontraditional students' poor academic preparation or lack of social integration—key variables related to traditional students' persistence and attainment as illustrated in Tinto's model of attrition.[7]

In addition to the financial and social problems less traditional students may encounter, they often have postsecondary education enrollment patterns known to reduce the chances of completing a degree—more specifically, the decision to delay their postsecondary education and, once enrolled, to attend on a part-time basis.[8] However, it is also true that these enrollment choices may be the only feasible option for students either lacking the time or resources to attend full time, or the academic preparation needed to immediately enroll in postsecondary education. In addition, part-time enrollment in low cost institutions, such as community colleges, offers a wide range of opportunities for both personal and professional growth. Nevertheless, while such attendance may offer educational opportunities to

---

[3]U.S. Department of Education, National Center for Education Statistics, *High School and Beyond: 1992 Descriptive Summary of 1980 High School Sophomores 12 Years Later* (Washington, D.C.: 1995).

[4]D. J. Jones and B.C. Collier, *"High Risk" Students in Higher Education: Future Trends*, ASHE-ERIC Higher Education Report 3 (1990); and American Council on Education, "Seminar Overview," J.S. Eaton (ed.), *Financing Nontraditional Students: A Seminar Report* (Washington, D.C.: 1992).

[5]D.J. Jones and B.C. Collier (1990).

[6]J.P. Bean and B.S. Metzner, "A Conceptual Model of Nontraditional Undergraduate Student Attrition," *Review of Educational Research* 55 (4) (1985).

[7]V. Tinto, "Dropout from Higher Education: A Theoretical Synthesis of Recent Research," *Review of Educational Research* 45 (1975).

[8]U.S. Department of Education, National Center for Education Statistics, *College Persistence and Degree Attainment for 1980 High School Graduates: Hazards for Transfers, Stopouts, and Part-Timers* (Washington D.C.: 1989).

individuals who might not attend otherwise, part-time attendance does increase students' chances of not completing their postsecondary program.

To design appropriate programs and services for undergraduates likely to be at risk of leaving postsecondary education, it is important to know how many students are affected and where they are enrolled. It is also important to determine how risk factors are interrelated, first, because many students may face multiple risks, and second, because the ways in which these risks are interrelated may affect the kinds and amount of support students need.

Finally, it should be noted that the notion of "risk" in this report refers only to students' risk of not completing a postsecondary program. This does not mean that postsecondary education offers no benefits to students who do not complete a degree. Indeed, students may benefit in many ways that improve their quality of life. Nevertheless, the evidence is clear and compelling that students who complete a college degree, especially a bachelor's degree, experience greater occupational and economic benefits than students who do not attain a degree.[9]

Purpose and Organization of Report

This report profiles all undergraduates enrolled in U.S. postsecondary institutions in 1992–93 and the essay that follows focuses on undergraduates with risk factors and enrollment patterns known to adversely affect persistence and attainment. Data from the 1992–93 National Postsecondary Student Aid Study (NPSAS:93) were used for this study. This survey is designed to represent students enrolled in all postsecondary institutions and to provide detailed information about postsecondary students' financial aid and educational expenses.

For this analysis, the NPSAS:93 variables used as indicators of risk included not enrolling in postsecondary education the same year as graduating from high school (i.e. delayed enrollment); attending part time; being financially independent of parents (as defined by financial aid regulations); having dependents other than a spouse (either children or elders); and working full time while enrolled in postsecondary education. Since the NPSAS survey has a postsecondary focus, variables that measure students' academic preparation for postsecondary education are not available with the exception of whether or not they graduated from high school with a traditional high school diploma. In this report, we also examine this relatively small, but not insignificant, group of undergraduates who were not traditional high school graduates.

This essay addresses students at risk of attrition in a number of ways: first, by examining the prevalence of each risk factor individually and determining where students affected are enrolled (figure 2 shows the distribution of undergraduates with each risk factor according to the level of institution in which they were enrolled); second, by determining how risk factors are interrelated and which students have multiple risk factors (as illustrated in table 1, the risk factors are strongly interrelated and most students have more than one); and third, by examining the association between risk factors and 1-year persistence rates.

---

[9]For a comprehensive review, see E. Pascarella and P. Terenzini, *How College Affects Students* (San Francisco: Jossey-Bass, 1991).

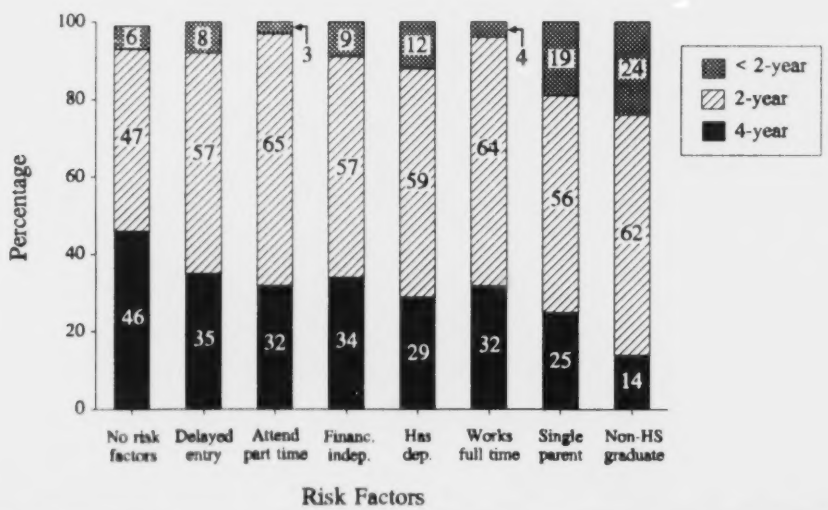
Table 1—Percentage of undergraduates with specific risk factors, by risk factor and level of institution: 1992–93

	Delayed enrollment	Enrolled part time	Financially independent	Has dependents	Works full time	Single parent	Not a high school grad.
Total	42.7	53.7	52.1	22.2	37.5	7.6	6.4
Risk factors							
Delayed enrollment	100.0	63.6	73.4	32.2	48.3	11.3	5.5
Enrolled part time	50.4	100.0	67.4	29.2	52.6	8.2	7.4
Financially independent	61.4	69.7	100.0	43.0	52.3	14.6	9.8
Has dependents	63.8	70.4	100.0	100.0	52.3	34.6	12.6
Works full time	49.8	82.0	75.9	35.1	100.0	8.9	6.8
Single parent	68.9	58.0	100.0	100.0	44.1	100.0	18.2
Not a high school grad.	65.8	62.5	79.6	44.0	40.9	21.2	100.0
Level of institution							
Less-than-2-year	67.4	30.2	73.6	42.0	29.9	23.3	26.1
2-year	52.1	73.6	62.5	28.0	46.7	8.9	8.4
4-year	30.9	36.5	38.5	13.7	27.4	4.2	1.9

NOTE: The total row shows the percentage of all undergraduates with each risk factor (i.e., 42.7 percent of undergraduates delayed enrollment). For each risk factor under the total row (row categories), the table shows the percentage of undergraduates with that risk factor who had each of the other risk factors. For example, the row labeled "Delayed enrollment" should read: Among undergraduates who delayed their enrollment, 63.6 percent enrolled part time; 73.4 percent were financially independent; 32.1 percent had dependents; and so on.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Figure 2—Percentage distribution of undergraduates, by highest award offering of institution for each risk factor: 1992–93



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Individual Risk Factors

Delayed Enrollment

The timing of enrollment clearly affects the benefits of postsecondary education. To the extent that postsecondary education increases long-range earning potential and social status, the sooner students attend, the sooner they can realize these economic and social advantages. Delaying postsecondary education, however, does more than just postpone the benefits afforded by such education, it also increases the risk of dropping out.[10] Studies have found that even among students with similar educational goals and those enrolled in the same types of institutions, those who delay their enrollment are substantially less likely to earn a bachelor's degree than students who enter immediately after high school.[11]

Among undergraduates enrolled in postsecondary education in 1992–93, about 43 percent experienced some delay (table 2).[12] Delaying enrollment varied according to attendance status and the degree program students were pursuing. Students who attended part time during any period of their enrollment were more likely to have delayed their enrollment than students enrolled full time for a full academic year (at least 9 months). Undergraduates pursuing shorter term awards, including certificates or associate's degrees, were more likely to have delayed their enrollment than students enrolled in a bachelor's degree program.

Consistent with the patterns observed for degree programs was the association between delayed enrollment and the highest offering of an institution: students attending less-than-2-year institutions were more likely to have delayed their enrollment (67 percent) than were students in 2-year institutions (52 percent); in turn, students in 2-year institutions were more likely to have delayed than those in 4-year colleges and universities (31 percent).

Whether or not students delayed their enrollment was also related to their family obligations, financial resources, and having disabilities. For example, students who were married delayed more often than those who never married, and students with dependents were more likely to delay than those without dependents. Students with disabilities delayed more often than nondisabled students,[13] and those in the lower income quartile were more likely to delay than students in the upper income quartile.

---

[10]U.S. Department of Education, National Center for Education Statistics, *Patterns and Consequences of Delay in Postsecondary Education: 1972, 1980, and 1982 High School Graduates* (Washington, D.C.: 1989).

[11]See, for example, U.S. Department of Education, National Center for Education Statistics, *High School and Beyond: 1992 Descriptive Summary of 1980 High School Sophomores 12 Years Later* (Washington, D.C.: 1995).

[12]For this analysis, students who delayed enrollment were defined as those who did not enroll in postsecondary education the same year as they graduated from high school, making the assumption that high school graduation occurs in May or June.

[13]Students were asked if they had "any of the following disabilities: hearing impairment; speech disability or limitation; orthopedic or mobility limitation; specific learning disability; vision impairment that cannot be corrected by glasses or legally blind; or any other type of limitations, disabilities, or handicaps."

Table 2—Percentage of undergraduates according to whether or not they delayed enrollment into postsecondary education, by selected student and institutional characteristics: 1992–93

	Delayed enrollment	Did not delay enrollment
Total	42.7	57.3
Level of institution		
Less-than-2-year	67.4	32.6
2-year	52.1	47.9
4 years or more	30.9	69.1
Marital status		
Not married	35.3	64.7
Married	58.4	41.6
Divorced/separated/widowed	73.0	27.0
Number of dependents		
None	36.7	63.3
One or more	63.8	36.2
Income percentile ranking		
Lowest quartile	46.1	53.9
Middle quartiles	42.6	57.4
Highest quartile	36.7	63.3
Disability status		
Not disabled	36.1	63.9
Disabled	52.3	47.7
Attendance patterns 1992–93		
Full-time, full-year	27.5	72.5
Full-time, part-year	48.8	51.2
Any part-time	50.5	49.5
Undergraduate program		
Vocational certificate	58.8	41.2
Associate's degree	50.8	49.2
Bachelor's degree	28.9	71.1
Other undergraduate	50.5	49.5
Institution type		
Public		
Less-than-2-year	71.0	29.0
2-year	51.8	48.2
4-year nondoctorate-granting	34.3	65.7
4-year doctorate-granting	26.4	73.6
Private, not-for-profit		
Less-than-4-year	52.0	48.0
4-year nondoctorate-granting	36.5	63.5
4-year doctorate-granting	24.9	75.2
Private, for-profit	61.9	38.0

NOTE: Delayed enrollment is defined as students who did not enter postsecondary education the same year they graduated from high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Part-Time Attendance

In the last 25 years, part-time attendance in postsecondary education has increased dramatically. The number of part-time undergraduates more than doubled between 1970 and 1990, from 2.1 million to 5 million students.[14] In contrast, full-time enrollment increased by only one-third during this same time period. As a proportion of total enrollment, part-time enrollment increased from 28 percent to 42 percent during this period. Most of the growth, however, occurred between 1970 and 1980; thus, part-time students have been a stable part of the undergraduate population for more than 10 years. The growth in part-time enrollment has paralleled that of older students who are much more likely to attend part time than traditional college-age students.[15]

While part-time attendance expands the educational opportunities of students who either lack the resources or the time to attend full time, it also increases the time required to earn a degree as well as the risk of dropping or stopping out.[16]

In 1992–93, attending full time was still predominant in 4-year colleges and universities (figure 3). On the other hand, the majority of students in 2-year institutions (74 percent) attended part time, and these students accounted for about two-thirds of all part-time undergraduates.[17] Part-time attendance was relatively evenly distributed between students attending part time for a full academic year (at least 9 months) and those attending part time, part year (26 and 28 percent, respectively) (table 3).[18]

As would be expected, part-time attendance (both full- and part-year, but especially part-year) was most common among students with outside demands on their time. Married students, those with dependents, and students working full time while enrolled were particularly likely to attend on a part-time basis.

On the other hand, even though women enrolled in postsecondary education tended to be older than men and were almost twice as likely to have dependents (29 percent versus 16 percent),[19] they were only marginally more likely to attend part time (e.g., 27 percent compared with 24 percent attending part time for a full year). This pattern reflects the fact

---

[14]For a detailed description of part-time students, see U.S. Department of Education, National Center for Education Statistics, *Profile of Part-Time Undergraduates in Postsecondary Education: 1989–90* (Washington, D.C.: 1995).

[15]See U.S. Department of Education, National Center for Education Statistics, *Profile of Older Undergraduates: 1989–90* (Washington, D.C.: 1995) and *Profile of Part-Time Undergraduates 1989–90* (Washington, DC: 1995) for a discussion of these two groups of students.

[16]*High School and Beyond: 1992 Descriptive Summary of 1980 High School Sophomores 12 Years Later* (1995).

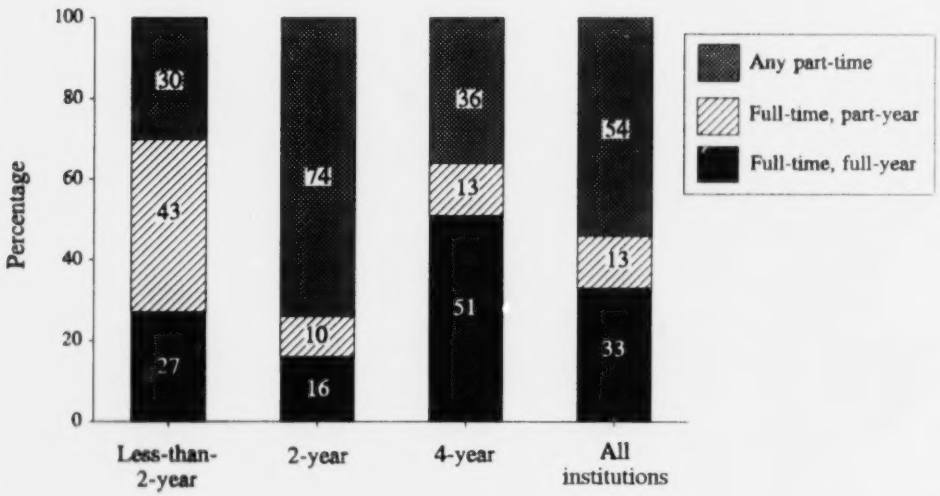
[17]See compendium table 2.2a: 61 percent of part-time, full-year students and 69 percent of part-time, part-year students attended 2-year institutions. It should be noted that part-time attendance for this analysis is based on attendance throughout students' enrollment between July 1, 1992 and June 30, 1993. Thus these estimates of part-time attendance may appear higher than those based on IPEDS data, which are reported by institutions at the beginning of the fall term.

[18]Note that those attending part time for a full year may include those who had mixed full-time, part-time attendance.

[19]See compendium table 4.2b for the relationship between gender and age and text table 5 for the relationship between gender and dependents.

that women were more likely than men to attend private, for-profit institutions, which tend to offer short, concentrated (full-time) programs (9 percent versus 6 percent).[20]

Figure 3—Percentage distribution of undergraduates' attendance status, by highest award offering of institution: 1992–93



NOTE: Students in less-than-2-year institutions who are enrolled full time, part year include those who may have completed programs lasting less than 1 year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Because most part-time students were enrolled in less-than-4-year institutions, they were primarily pursuing vocational certificates or associate's degrees (which can be vocational or academic). For example, 52 percent of students attending part time for a full year were pursuing associate's degrees, and about 12 percent were pursuing vocational certificates (figure 4). Among part-time, part-year students, 55 percent and 15 percent, respectively, were pursuing associate's degrees and vocational certificates.

BEST COPY AVAILABLE

[20]See compendium table 2.1b.

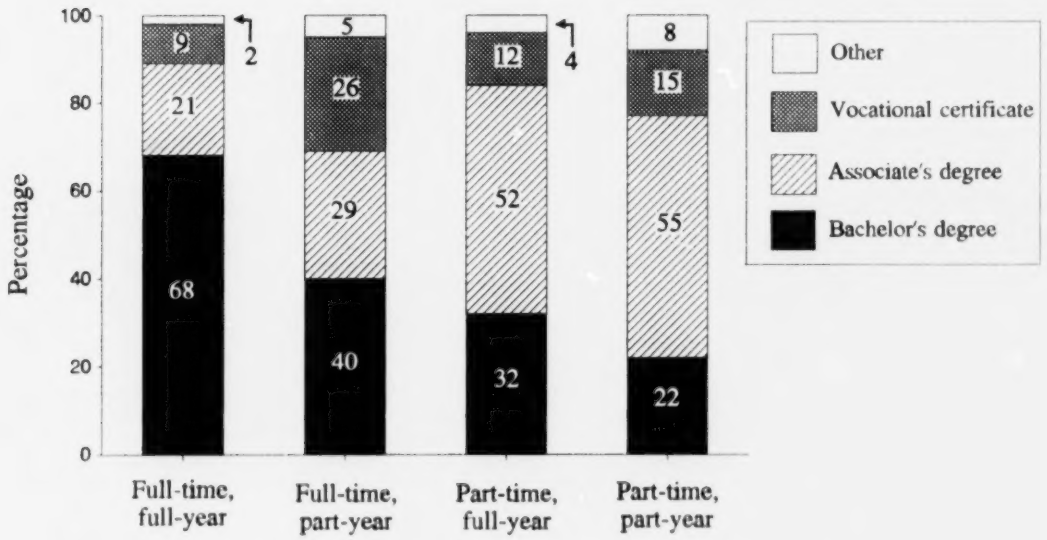
Table 3—Percentage distribution of undergraduate enrollment according to attendance patterns, by selected student and institutional characteristics: 1992–93

	Full-time, full-year	Full-time, part-year	Part-time, full-year	Part-time, part-year
Total	32.8	13.4	25.6	28.1
Level of institution				
Less-than-2-year	26.7	43.0	12.0	18.2
2-year	16.0	10.4	32.7	41.0
4 years or more	50.8	12.7	20.2	16.4
Gender				
Male	35.0	14.0	24.1	27.0
Female	31.1	12.9	26.9	29.0
Marital status				
Not married	39.0	14.4	23.1	23.5
Married	13.6	9.9	33.4	43.0
Divorced/separated/widowed	19.7	23.1	22.5	34.7
Number of dependents				
None	37.8	13.3	24.0	24.8
One or more	15.8	13.8	31.5	39.0
Age as of 12/31/92				
23 years or younger	47.6	15.1	19.6	17.7
24–29 years	19.4	13.3	31.5	35.8
30 years or older	11.9	10.1	34.0	44.0
Average hours worked/week while enrolled				
Not employed	37.5	15.9	24.1	22.5
1–20 hours	49.3	13.3	19.7	17.7
21–34 hours	34.4	13.2	28.3	24.1
35 hours or more	10.9	7.1	34.7	47.4
Undergraduate program				
Vocational certificate	23.6	25.3	22.4	28.7
Associate's degree	18.3	10.2	34.4	37.2
Bachelor's degree	53.9	12.7	19.5	14.0
Other undergraduate	13.3	14.5	24.0	48.2
Institutional type				
Public				
Less-than-2-year	19.4	20.6	20.5	39.5
2-year	14.9	8.7	34.0	42.4
4-year nondoctorate-granting	45.0	11.7	24.2	19.2
4-year doctorate-granting	54.1	13.1	18.7	14.1
Private, not-for-profit				
Less-than-4-year	23.9	18.3	25.6	32.2
4-year nondoctorate-granting	46.8	13.9	20.5	18.9
4-year doctorate-granting	63.5	10.3	15.3	10.8
Private, for-profit	30.7	44.4	10.4	14.5

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Figure 4—Percentage distribution of undergraduates in various degree programs, by attendance status: 1992–93



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Financial Independence

Whether or not a student is financially dependent on his or her parents is determined when assessing the student's need for financial aid.[21] Parents of dependent students are expected to pay a portion of their child's education; the amount is based on their income and assets as well as the cost of attendance. Parents of independent students, on the other hand, are not required to pay any educational costs, though some parents do provide financial assistance.

In 1992–93, roughly half of the undergraduate population (52 percent) was considered independent (table 4). Because the main criterion for independence is age (students 24 or older are automatically considered independent), most independent students were older.

[21]See appendix A for a complete definition of dependency status. Note that the term *financial dependence* refers to the federal financial aid requirement stipulating that the parents of dependents must pay for a portion of their children's education. This requirement is based on a number of factors, including the student's age, marital status, military status, and so on. It does not reflect the student's financial circumstances.

BEST COPY AVAILABLE

However, 13 percent of students 23 or younger were also independent. Younger independent students are often married and have dependents of their own.[22] Added to these responsibilities, younger independent students might find it particularly difficult to meet their educational expenses since they often have less employment experience than their older peers and usually receive less parental financial support than dependent students of the same age.

Whether or not undergraduates were independent varied according to the length of the degree program offered by the institutions: the shorter the program, the higher the percentage of independent students. Furthermore, in addition to a higher proportion of independent students among those attending less-than-2-year institutions, the independent students were much more likely to be under the age of 24.[23]

Because female undergraduates were more likely to be older and to have dependents in 1992–93 than their male counterparts, they were also more likely to be independent (56 percent versus 48 percent). Among racial–ethnic groups, nearly 70 percent of American Indians/Alaskan Natives were independent, more than any other racial–ethnic group (41 percent to 59 percent).

Table 4—Percentage of undergraduates according to dependency status, by selected student and institutional characteristics: 1992–93

	Dependent	Independent
Total	47.9	52.1
Level of institution		
Less-than-2-year	26.5	73.6
2-year	37.5	62.5
4 years or more	61.5	38.5
Gender		
Male	52.4	47.6
Female	44.4	55.6
Age as of 12/31/92		
23 years or younger	86.9	13.1
24–29 years	0.0	100.0
30 years or older	0.0	100.0
Race–ethnicity		
American Indian/Alaskan Native	30.1	69.9
Asian/Pacific Islander	59.2	40.8
Black, non-Hispanic	41.0	59.0
Hispanic	48.5	51.5
White, non-Hispanic	48.0	52.0

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

[22]If a student under the age of 24 is married or has dependents and the student's parents did not claim the student as dependent for tax purposes, the student is considered financially independent.

[23]For example, 40 percent of independent students in less-than-2-year institutions were under age 24, compared with 15 percent in 2-year institutions and 9 percent in 4-year institutions (NCES NPSAS:93 undergraduate DAS).

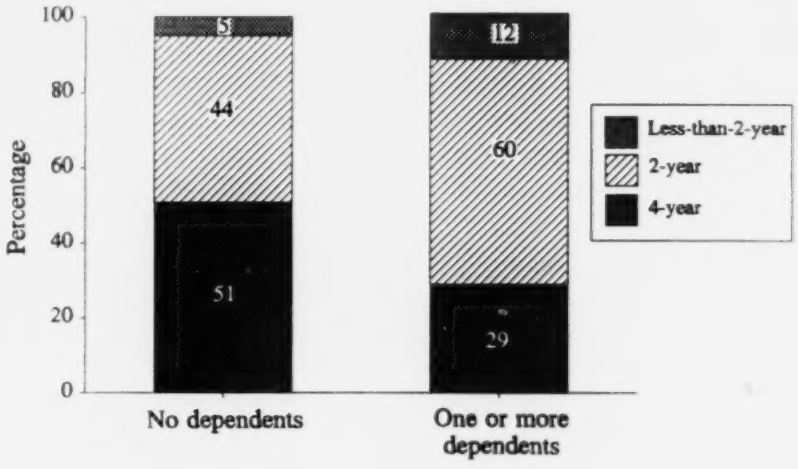
Undergraduates with Dependents; Single Parents

Students often enter or return to postsecondary education in order to increase their earning potential so that they can better support their families. At the same time, family responsibilities often conflict with attendance and persistence. A sick child, for instance, can result in the parent missing classes or, in some cases, having to withdraw temporarily from school. Such absences may undermine the parents' ability to complete their postsecondary education.

About one-fifth of 1992–93 undergraduates (22 percent) were responsible for dependents other than a spouse (table 5). Moreover, students with serious academic limitations (i.e., those who were not traditional high school graduates) were more likely to have dependents than traditional high school graduates. Furthermore, undergraduates with disabilities were more likely to have dependents than those with no disabilities.

Because of the level of commitment required to attend postsecondary education and care for dependents, it may not be surprising to see students who are responsible for dependents in shorter term postsecondary programs more often than those without dependents (figure 5). For example, 60 percent of students with dependents, compared with 44 percent of those without dependents, attended 2-year institutions. Similarly, 12 percent of students with dependents, compared with 5 percent without dependents, were enrolled in less-than-2-year institutions.

Figure 5—Percentage distribution of undergraduates with and without dependents, by highest award offering of institution: 1992–93



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 5—Percentage distribution of undergraduates according to number of dependents (excluding spouse) and the percentage of undergraduate single parents, by selected student and institutional characteristics: 1992–93

	Number of dependents			Single parent
	None	One	Two or more	
Total	77.8	9.4	12.8	7.6
Level of institution				
Less-than-2-year	58.0	17.6	24.4	23.3
2-year	72.0	11.9	16.0	8.9
4 years or more	86.3	5.8	7.9	4.2
Gender				
Male	84.5	6.6	8.9	2.9
Female	72.3	11.7	16.0	11.4
Disability status				
Not disabled	76.5	9.8	13.7	7.1
Disabled	68.3	14.3	17.5	10.1
Institutional type				
Public				
Less-than-2-year	65.6	11.0	23.5	13.4
2-year	72.0	11.8	16.2	8.6
4-year nondoctorate-granting	83.2	7.5	9.2	5.2
4-year doctorate-granting	90.9	4.0	5.1	2.8
Private, not-for-profit				
Less-than-4-year	69.1	12.1	18.8	12.8
4-year nondoctorate-granting	79.7	7.7	12.6	6.1
4-year doctorate-granting	91.2	4.0	4.8	2.6
Private, for-profit	63.0	17.0	20.1	20.6
Race-ethnicity				
American Indian/Alaskan Native	63.5	15.6	20.9	16.0
Asian/Pacific Islander	86.6	7.0	6.4	2.6
Black, non-Hispanic	68.8	14.8	16.4	19.1
Hispanic	74.0	10.5	15.5	9.2
White, non-Hispanic	78.6	8.9	12.6	6.2
High school degree or equivalency status				
High school degree	79.5	8.8	11.7	6.5
GED or high school equivalent*	56.0	17.7	26.3	20.1
No high school credential	55.7	17.0	27.2	24.1

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

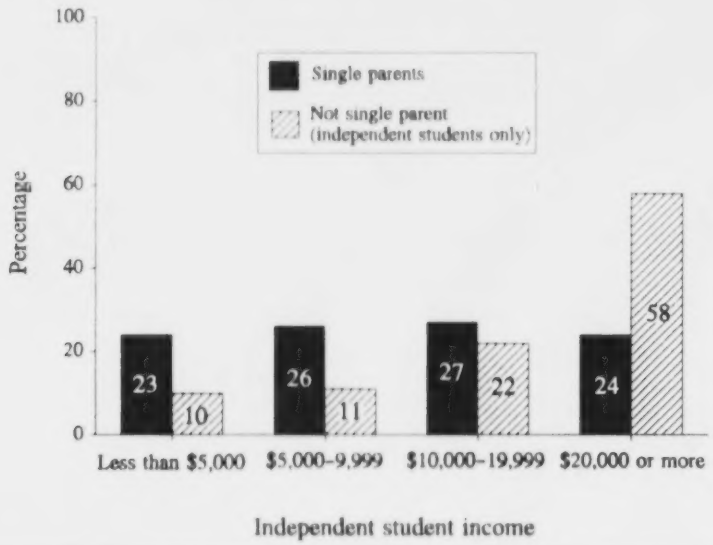
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Undergraduates with perhaps the greatest obstacles to their postsecondary education are single parents. The problems encountered by students with dependents are compounded for those with no spousal support. Approximately 8 percent of undergraduates reported being single parents; and women were much more likely to be single parents than men (11 percent versus 3 percent) (table 5). Among racial–ethnic groups, black, non-Hispanic and American

Indian/Alaskan Native students were more likely to be single parents than either white, non-Hispanic or Asian/Pacific Islander students.

Single parents were particularly likely to have very low incomes: 23 percent had incomes under $5,000, and an additional 26 percent had incomes under $10,000 (figure 6). In addition, single parents were about four times more likely than other students to choose short-term vocational postsecondary programs.[24] For example, about 19 percent of single parents were enrolled in less-than-2-year institutions, compared with 5 percent of other independent students.

Figure 6—Percentage distribution of single parents and independent nonsingle parents, by income level: 1992–93



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Students Working Full Time While Enrolled

Students who work full time may do so for a variety of reasons. For example, they may be employed in career-level jobs and are seeking to enhance their skills. Alternatively, they may not yet have a career job but need to work full time in order to support their families and pay for their education. Whatever reasons students may have for working so much, combining full-time work and postsecondary education may increase their risk of attrition.[25]

[24]See compendium table 2.2b. Note all single parents are, by definition, independent.
[25]D. Stern and Y. Nakata, "Paid Employment Among U.S. College Undergraduates," *Journal of Higher Education* 62 (1990).

In 1992–93, nearly 40 percent of undergraduates reported working full time during some period of their enrollment (table 6). Because of the close association between working full time and attending school part time—about 80 percent of students working full time attended part time (see table 3)—the patterns seen for the former parallel the latter. Therefore, students enrolled in 2-year institutions were more likely to work full time than those in either less-than-2-year or 4-year institutions (47 percent, compared with 30 percent and 27 percent, respectively). Likewise, students 24 or older and students with dependents were more likely to work full time than younger students or those without dependents.

Students may also work full time to reduce their need for education loans. That is, net of their financial aid grants, students may make the decision to work more hours rather than incur additional (or any) debt to pay for their education. Among 1992–93 undergraduates, independent students working full time were about half as likely as students working part time to receive any financial aid (25 percent versus 47 percent).[26] At the same time, these students were only about one-third as likely as students working part time to borrow (7 percent versus 25 percent) (figure 7). This finding suggests that some students may have chosen full-time work in lieu of borrowing.[27]

Table 6—Percentage distribution of undergraduates according to the number of hours worked per week while enrolled, by selected student and institutional characteristics: 1992–93

	Not employed	Worked 1–20 hours	Worked 21–34 hours	Worked 35 hours or more
Total	20.6	26.0	15.9	37.5
Level of institution				
Less-than-2-year	42.0	15.2	13.0	29.9
2-year	18.7	18.7	15.9	46.7
4 years or more	20.4	36.0	16.2	27.4
Age as of 12/31/92				
23 years or younger	20.2	37.8	20.7	21.2
24–29 years	17.6	15.5	13.9	53.0
30 years or older	23.2	11.7	8.7	56.5
Attendance patterns 1992–93				
Full-time, full-year	25.7	42.6	18.1	13.5
Full-time, part-year	28.6	30.0	18.2	23.2
Any part-time	16.5	16.7	14.3	52.6
Number of dependents				
None	18.9	30.6	18.1	32.5
One or more	25.6	12.7	9.4	52.3

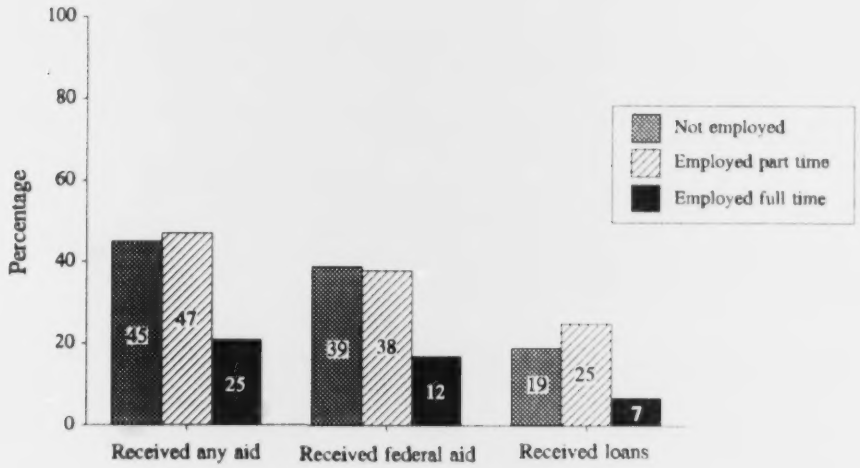
NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

[26]Many part-time students are not eligible for financial aid because they attend less than half time.

[27]This is consistent with a previous NCES report on working undergraduates using NPSAS:90 data showing that students who borrowed were less likely to work full time and more likely to work part time. U.S. Department of Education, National Center for Education Statistics, *Undergraduates Who Work While Enrolled in Postsecondary Education: 1989–90* (Washington, D.C.: 1994).

Figure 7—Percentage distribution of independent undergraduates receiving financial aid, by employment status: 1992–93



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Students Who Did Not Graduate from High School

About 6 percent of undergraduates enrolled in 1992–93 were not traditional high school graduates; most of these students were GED recipients (table 7). While this may seem like a small proportion of undergraduates, the fact that they are not as successful as traditional high school graduates in the labor market makes their success in postsecondary education all the more important.[28] Moreover, in addition to their disadvantaged position in the labor market, undergraduates who were not traditional high school graduates were far more likely than traditional high school graduates to be single parents (e.g., 20 percent of GED recipients compared with 7 percent of high school graduates).[29]

Due to the open admission policies in most less-than-4-year institutions, students who did not graduate from high school were enrolled almost exclusively in these institutions (figure 8). For example, most of the GED recipients were enrolled in the 2-year sector (65 percent). Among students with no high school credential, 42 percent were enrolled in less-than-2-year institutions and 54 percent attended 2-year institutions.

[28]S.V. Cameron and J.J. Heckman, *The Nonequivalence of High School Equivalence*, National Bureau of Economic Research, Working Paper No. 3804 (Cambridge, MA: 1991).
[29]See text table 5.

Table 7—Percentage distribution of undergraduates according to their high school degree or equivalency status, by selected student and institutional characteristics: 1992–93

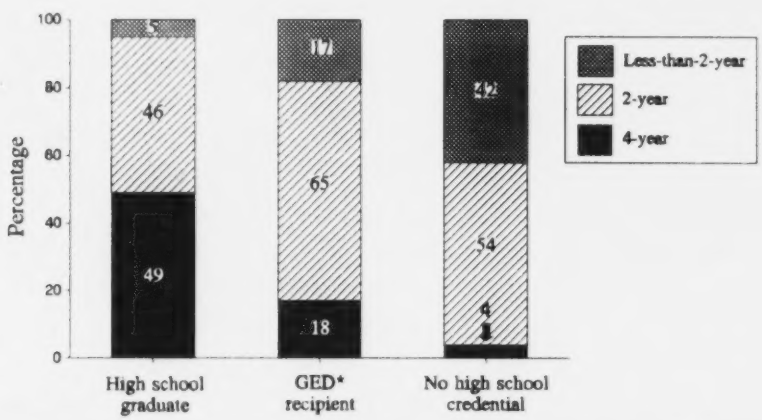
	High school degree	GED or high school equivalent*	No high school credential
Total	93.6	4.5	1.9
Level of institution			
Less-than-2-year	73.9	12.8	13.3
2-year	91.6	6.2	2.2
4 years or more	98.1	1.7	0.2
Marital status			
Not married	94.5	3.8	1.7
Married	91.3	6.5	2.2
Divorced/separated/widowed	80.1	13.2	6.7
Number of dependents			
None	95.5	3.2	1.4
One or more	87.3	8.9	3.8
Single parent status			
Not single parent	94.6	3.9	1.5
Single parent	81.8	12.1	6.1

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Figure 8—Percentage distribution of undergraduate enrollment according to highest offering of institution, by high school graduation status: 1992–93



*Passed tests of General Educational Development or high school equivalent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

BEST COPY AVAILABLE

Multiple Risk Factors

Many of the risk factors identified in this analysis are highly correlated, and most students had more than one (see table 1 for examples). To measure the extent to which undergraduates were affected, each student was assigned a score from 0–7 representing the sum of seven possible risk factors each had. For example, all single parents are, by definition, independent and have dependents. Thus, these students have a minimum of three risk factors (table 8). Similarly, almost all students who work full time also attend postsecondary education on a part-time basis, giving them at least two risk factors. While no attempt was made to weigh each risk factor (clearly, the individual impact of some are greater than others),[30] the association of the risk factors makes them cluster together in multiples. For example, only about one-fifth of undergraduates had just one risk factor. These included about 18 percent of students attending part time (i.e., attending part time was the only risk factor associated with these students), 13 percent who delayed enrollment, 7 percent who worked full time, 5 percent who were independent, and 4 percent who were GED recipients (table 8). In contrast, the vast majority of GED recipients, students with dependents, and single parents had at least four risk factors (70 percent, 77 percent, and 92 percent, respectively).

One of the most compelling results of this analysis is that the proportion of students with four or more risk factors is almost identical to that of students with no risk factors (22 percent versus 24 percent). Thus, undergraduates with considerable outside responsibilities that may seriously impede their progress in school are as numerous as those with no such responsibilities. Moreover, students with multiple risk factors were concentrated in less-than-4-year institutions. For example, about one-third of students enrolled in either less-than-2-year or 2-year institutions had four or more risk factors. The same was true for only 13 percent of undergraduates enrolled in 4-year institutions. In contrast, about 10 percent of students in less-than-4-year institutions had *no* risk factors, compared with 39 percent of those in 4-year colleges or universities.

There was also a difference in the number of risk factors among students who had attained a bachelor's degree, compared with those at the same class level who had not attained this degree. That is, among students who were seniors in 1992–93, those who attained their bachelor's degree that year were more likely than seniors who had not yet attained their degree to have no risk factors (35 percent versus 24 percent), and they were about one-half as likely to have four or more risk factors (9 percent versus 17 percent). Additionally, among students enrolled in 4-year colleges, those in institutions that do not grant doctorate degrees (either public or private, not-for-profit) were more likely to have four or more risk factors than students in doctorate-granting institutions.

Women were more likely than men to have four or more risk factors (26 percent versus 18 percent), as were students with disabilities (31 percent versus 25 percent). American Indian/Alaskan Native and black, non-Hispanic students were more likely to have four or more risk factors (35 percent and 31 percent, respectively) than either white, non-Hispanic

[30]Because students with no high school credentials are precluded from entering many colleges, the impact of this risk factor is far greater than the others. Therefore, these students (about 1.9 percent of undergraduates) are not included in the analysis of multiple risk factors.

students (22 percent) or Asians/Pacific Islanders (14 percent). Asians/Pacific Islanders were less likely than any other racial–ethnic group to have four or more risk factors.

Table 8—Percentage of undergraduates according to the number of their risk factors,* by selected student and institutional characteristics: 1992–93

	No risk factors	One	Two	Three	Four or more
Total	23.5	19.7	16.5	18.0	22.4
Level of institution					
Less-than-2-year	9.8	15.5	23.3	20.2	31.2
2-year	9.3	17.3	18.3	23.6	31.5
4 years or more	38.7	22.5	14.0	12.2	12.5
Undergraduate class level (including graduation status)					
1st year-freshman	18.9	19.2	16.6	18.4	26.9
2nd year-sophomore	25.2	19.3	16.2	18.6	20.8
3rd year-junior	35.4	21.1	14.8	12.5	16.2
4th year-senior (did not graduate)	24.4	20.2	18.9	19.4	17.2
4th year-senior (graduated)	34.9	26.5	17.2	12.2	9.1
Level unknown	2.1	6.6	14.4	38.0	38.9
Gender					
Male	24.6	22.3	17.9	17.2	18.0
Female	22.7	17.6	15.2	18.5	26.0
Dependency status					
Dependent	47.5	34.3	15.0	3.0	0.2
Independent	0.0	5.4	17.9	32.6	44.1
Number of dependents					
None	30.0	25.1	20.0	17.5	7.4
One or more	0.0	0.0	3.4	19.7	76.9
Single parent status					
Not single parent	25.3	21.2	17.7	18.7	17.0
Single parent	0.0	0.0	0.0	8.0	92.0
Delayed postsecondary enrollment					
Did not delay	40.8	24.7	13.5	13.1	7.8
Delayed	0.0	12.9	20.4	24.5	42.1
Disability status					
Not disabled	25.1	19.2	14.4	16.7	24.5
Disabled	13.5	16.3	16.7	22.5	31.0
Attendance pattern 1992–93					
Full-time, full-year	57.8	21.0	11.3	5.5	4.4
Full-time, part-year	32.0	25.2	20.0	11.6	11.3
Part-time	0.0	17.5	18.8	27.3	36.3

Table 8—Percentage of undergraduates according to the number of their risk factors,* by selected student and institutional characteristics: 1992–93—Continued

	No risk factors	One	Two	Three	Four or more
High school degree or equivalency status					
High school degree	24.4	20.3	16.7	18.0	20.6
GED or high school equivalent**	0.0	3.8	10.4	16.3	69.6
Average hours worked/ week while enrolled					
Not employed	24.2	19.8	17.1	21.1	17.9
1–20 hours	45.2	26.4	12.8	9.1	6.5
21–34 hours	28.9	33.0	16.8	12.0	9.4
35 hours or more	0.0	7.0	14.3	24.9	53.9
Institutional type					
Public					
Less-than-2-year	4.8	10.7	23.2	22.6	38.7
2-year	8.7	17.0	18.3	24.1	32.0
4-year nondoctorate-granting	31.3	23.4	15.5	14.4	15.5
4-year doctorate-granting	42.6	25.6	14.3	9.7	7.8
Private, not-for-profit					
Less-than-4-year	16.7	17.7	15.8	17.2	32.7
4-year nondoctorate-granting	35.9	17.7	12.6	14.5	19.4
4-year doctorate-granting	52.7	19.2	10.4	9.2	8.5
Private, for-profit	13.4	18.8	22.2	20.6	25.1
Race–ethnicity					
American Indian/Alaskan Native	15.6	11.3	20.5	17.5	35.2
Asian/Pacific Islander	27.0	29.0	17.5	12.3	14.2
Black, non-Hispanic	19.5	18.5	14.4	16.3	31.2
Hispanic	19.1	20.4	17.1	16.9	26.5
White, non-Hispanic	24.1	19.2	16.4	18.7	21.6

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.
**Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Risk Factors and Persistence in 1992–93

The NPSAS:93 survey covers only 1 year (1992–93). Therefore, determining degree attainment for participants is not possible. However, persistence within an academic year can be an important determinant of a student's eventual attainment.[31] In order to examine

[31]For an analysis of how these risk factors affect persistence and attainment over a 5-year period, see U.S. Department of Education, National Center for Education Statistics, *Educational Persistence and Attainment of 1989–90 Beginning Postsecondary Students as of 1994*, forthcoming.

persistence within the 1992–93 academic year, the sample was limited to students who were enrolled in the fall of 1992 and who indicated that they planned to be enrolled in the following academic year (1993–94). In this way, students enrolled in postsecondary education to take a class or two and those who were finishing their programs (and, therefore, attending for only one term) should have been eliminated from this group. Students who planned on attending the following year would be expected to attend for the entire academic year. It is this "expected persistence" that is measured in this analysis.

Among all of those enrolled in the fall who also planned to attend the following year, 81 percent were enrolled for at least 8 months of 1992–93 (table 9). Almost all the risk factors identified in this study were associated with lower 1-year persistence rates (attended at least 8 months). For example, 76 percent of students who delayed entry into postsecondary education were enrolled for at least 8 months, compared with 84 percent who did not delay. A similar pattern was seen for independent students (75 versus 86 percent), students with dependents (75 percent versus 83 percent), and students who worked full time (71 percent versus 81 percent or higher).

Having more than one risk factor was strongly associated with lower rates of 1-year persistence (table 9). However, the magnitude of the differences appeared to level off after two risk factors. For example, 93 percent of students with no risk factors persisted for 8 months, compared with 83 percent of those with one risk factor and 76 percent of students with two risk factors. On the other hand, the differences between persistence rates for students with two risk factors, compared with those with three or four, were not statistically significant (76 percent compared with 74 percent and 73 percent, respectively).[32] Nevertheless, it is still apparent that having two or more risk factors substantially reduced students' chances of attending for a full academic year.

[32]It should be noted, however, that students with multiple risk factors were more likely to enroll in nonfall terms than those with few or no risk factors; therefore, because only students enrolled in the fall could be included in the analysis, the persistence rates for undergraduates with three or more risk factors may have been overestimated.

Table 9—Among undergraduates enrolled in fall 1992 who also reported plans to be enrolled in the following year (1993–94), the percentage distribution according to average number of months enrolled, by selected student and institutional characteristics: 1992–93

	Less than 3 months	3–5 months	6–7 months	8 months or more
Total	0.2	13.2	5.5	81.2
Dependency status				
Dependent	0.1	9.9	4.0	85.9
Independent	0.2	17.1	7.3	75.3
Delayed postsecondary enrollment				
Did not delay	0.1	11.3	4.8	83.9
Delayed	0.3	17.0	6.8	75.9
Number of risk factors*				
None	0.0	5.8	1.6	92.5
One	0.0	11.5	5.5	83.0
Two	0.3	16.6	7.5	75.7
Three	0.1	18.0	7.9	73.9
Four or more	0.2	19.1	7.7	73.0
Number of dependents				
None	0.1	11.9	5.1	82.9
One or more	0.2	17.8	7.0	75.1
Single parent status				
Not single parent	0.2	13.1	5.4	81.3
Single parent	0.0	14.7	6.7	78.5
Average hours worked/week while enrolled				
Not employed	0.2	10.3	4.0	85.5
1–20 hours	0.0	8.6	4.2	87.2
21–34 hours	0.0	12.7	6.0	81.3
35 hours or more	0.3	20.5	7.8	71.4
High school degree or equivalency status				
High school degree	0.1	13.1	5.3	81.5
GED or high school equivalent**	0.3	13.0	10.4	76.3
No high school credential	0.3	18.1	7.4	74.1

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.
**Passed tests of General Educational Development or high school equivalent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Summary and Conclusions

It is clear from this analysis that a majority of 1992–93 undergraduates had substantial outside responsibilities or enrollment options that put them at risk of not finishing their postsecondary education. About three-quarters of undergraduates were affected by at least one of the factors examined in this study—delaying postsecondary education enrollment, attending part time, being independent, having dependents, being single parents, and not graduating from high school. Moreover, the proportion of students who had four or more risk factors was the same as the proportion who had none (about 23 percent). Students with no risk factors are those historically considered traditional (i.e., started postsecondary education immediately after high school and attended full time). Thus, for every traditional student identified in this analysis, there was one with multiple risk factors.

Students who had any risk factors usually had more than one. That is, if they worked full time, they almost always attended part time; if they had dependents, they often worked full time and attended part time, and so on. In fact, among undergraduates who had any risk factors, only one-quarter had one. (One risk factor was almost always associated with either attending part time or delaying enrollment.) However, even the presence of one risk factor was associated with lower persistence rates for a full academic year in 1992–93, when compared with having none. In addition, among students who were seniors in 1992–93, those who attained a bachelor's degree were more likely to have no risk factors and were less likely to have four or more, compared with seniors who had not completed their degree.

If one examines the distribution of students according to the length of program offering of institutions, for almost every risk factor examined, the percentage of students affected went up as the length of the program went down. For example 23 percent of students enrolled in less-than-2-year institutions were single parents, contrasted with 9 percent in 2-year institutions and 4 percent in 4-year colleges and universities. A similar pattern was seen for students who did not graduate from high school. Students who either worked full time or attended part time (or both), on the other hand, were more concentrated in the 2-year sector than they were in less-than-2-year institutions.

Finally, given the increased likelihood that undergraduates with individual risk factors attended less-than-4-year institutions, one would also expect that those with multiple risk factors would be concentrated in this sector as well. This was indeed the case: about one-third of undergraduates enrolled in either less-than-2-year or 2-year institutions had four or more risk factors, compared with 13 percent in 4-year institutions. In contrast, students in 4-year institutions were about four times more likely to have no risk factors (about 40 percent) than those in less-than-4-year institutions.

Table Compendium

Section 1

Detailed Risk Factor Tables

Table 1.1a—Percentage of undergraduates who delayed entry into postsecondary education and the average number of years delayed, by selected institution and education characteristics: 1992–93

	Delayed enrollment	Average number of years delayed
Total	42.7	7.2
Undergraduate class level		
1st year-freshman	50.0	7.7
2nd year-sophomore	41.0	6.9
3rd year-junior	34.4	6.0
4th year-senior	29.5	5.7
Level unknown	51.0	8.8
Level of institution		
Less-than-2-year	67.4	7.9
2-year	52.1	7.9
4 years or more	30.9	5.9
Control of institution		
Public	43.0	7.2
Private, not-for-profit	33.6	6.9
Private, for-profit	61.9	7.4
Cumulative grade point average		
Less than 2.0	44.9	5.5
2.0–2.9	37.2	5.7
3.0–3.49	42.7	7.8
3.5 or higher	47.3	9.5
Number of risk factors*		
None	0.0	(†)
One	27.8	1.6
Two	52.7	4.7
Three	58.0	9.5
Four or more	79.9	8.6
Attendance patterns 1992–93		
Full-time, full-year	27.5	5.1
Full-time, part-year	48.8	6.4
Part-time, full-year	49.2	7.9
Part-time, part-year	51.7	8.2
Undergraduate program		
Vocational certificate	58.8	8.2
Associate's degree	50.8	7.3
Bachelor's degree	28.9	5.4
Other undergraduate	50.5	8.7

Table 1.1a—Percentage of undergraduates who delayed entry into postsecondary education and the average number of years delayed, by selected institution and education characteristics: 1992–93—Continued

	Delayed enrollment	Average number of years delayed
Educational aspirations		
Certificate/other award	66.6	11.7
Associate's degree	56.3	8.9
Bachelor's degree	42.0	6.7
Advanced degree	27.6	5.5
Institutional type		
Public		
Less-than-2-year	71.0	9.0
2-year	51.8	7.9
4-year, nondoctorate-granting	34.3	6.2
4-year, doctorate-granting	26.4	4.6
Private, not-for-profit		
Less-than-4-year	52.1	8.4
4-year, nondoctorate-granting	36.5	7.2
4-year, doctorate-granting	24.9	5.5
Private, for-profit	61.9	7.4

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.
†Not applicable.

NOTE: Delayed enrollment is defined as students who did not enter postsecondary education the same year they graduated from high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.1b—Percentage of undergraduates who delayed entry into postsecondary education and the average number of years delayed, by selected student characteristics: 1992–93

	Delayed enrollment	Average number years delayed
Total	42.7	7.2
Gender		
Male	42.1	6.0
Female	42.9	8.1
Race–ethnicity of student		
American Indian/Alaskan Native	49.0	6.3
Asian/Pacific Islander	37.2	5.4
Black, non-Hispanic	48.5	6.5
Hispanic	45.5	6.1
White, non-Hispanic	41.4	7.5
Marital status		
Not married	35.3	6.1
Married	58.4	9.8
Divorced/separated/widowed	73.0	10.2
Dependency status		
Dependent	23.1	1.7
Independent	61.4	9.2
Income and dependency status		
Dependent		
Less than $10,000	34.1	1.8
$10,000–$19,999	30.8	1.7
$20,000–$29,999	24.6	1.6
$30,000–$39,999	19.8	1.6
$40,000–$49,999	21.6	1.7
$50,000–$59,999	18.0	1.7
$60,000–$69,999	15.1	1.5
$70,000–$79,999	9.7	1.3
$80,000–$99,999	9.1	1.6
$100,000 or more	11.1	1.5
Independent		
Less than $5,000	59.2	6.9
$5,000–$9,999	63.9	7.1
$10,000–$19,999	63.1	7.7
$20,000–$29,999	63.9	10.4
$30,000–$49,999	61.2	11.0
$50,000 or more	54.1	10.5
Age as of 12/31/92		
23 years or younger	26.6	1.9
24–29 years	57.0	5.1
30 years or older	66.7	12.6

Table 1.1b—Percentage of undergraduates who delayed entry into postsecondary education and the average number of years delayed, by selected student characteristics: 1992–93—Continued

	Delayed enrollment	Average number years delayed
Number of dependents		
None	36.7	6.2
One or more	63.8	9.1
Single parent status		
Not single parent	40.7	7.0
Single parent	68.9	8.4
Income percentile ranking		
Lowest quartile	46.1	5.4
Middle quartiles	42.6	7.7
Highest quartile	36.7	9.4
Parent's education		
Less than high school diploma	61.3	10.5
High school diploma/GED*	44.0	7.2
Postsec. ed. less than bachelor's	32.6	5.1
Bachelor's or higher	23.6	4.8
Average hours worked/week while enrolled		
Not employed	45.3	8.3
1–20 hours	23.5	5.5
21–34 hours	29.9	5.5
35 hours or more	49.8	7.7
Disability status		
Not disabled	36.1	7.0
Disabled	52.3	8.9
High school degree or equivalency status		
High school degree	41.8	7.2
GED or high school equivalent*	65.8	6.7

*Passed tests of General Educational Development or high school equivalent.

NOTE: Delayed enrollment is defined as students who did not enter postsecondary education the same year they graduated from high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.2a—Percentage distribution of undergraduate enrollment according to attendance patterns, by selected institution and education characteristics: 1992–93

	Full-time, full-year	Full-time, part-year	Part-time, full-year	Part-time, part-year
Total	32.8	13.4	25.6	28.1
Undergraduate class level				
1st year-freshman	25.6	16.0	24.4	34.0
2nd year-sophomore	34.9	10.0	31.4	23.8
3rd year-junior	50.3	11.1	24.4	14.2
4th year-senior	44.0	12.5	23.3	20.3
Level unknown	6.7	12.7	21.9	58.7
Level of institution				
Less-than-2-year	26.7	43.1	12.0	18.2
2-year	16.0	10.4	32.7	41.0
4 years or more	50.8	12.7	20.2	16.4
Control of institution				
Public	29.3	10.5	28.5	31.7
Private, not-for-profit	50.7	13.0	19.1	17.3
Private, for-profit	30.7	44.4	10.4	14.5
Cumulative grade point average				
Less than 2.0	21.2	15.4	23.9	39.5
2.0–2.9	40.8	10.3	27.3	21.7
3.0–3.49	37.8	9.9	27.1	25.3
3.5 or higher	26.4	10.7	29.6	33.3
Delayed postsecondary enrollment				
Did not delay	42.2	11.5	22.9	23.4
Delayed	21.6	14.8	29.9	33.8
Number of risk factors*				
None	82.6	17.5	0.0	0.0
One	35.9	16.4	27.7	20.1
Two	23.1	15.6	30.6	30.8
Three	10.2	8.3	37.6	43.9
Four or more	6.6	6.5	38.8	48.1
Undergraduate program				
Vocational certificate	23.6	25.3	22.4	28.7
Associate's degree	18.3	10.2	34.4	37.2
Bachelor's degree	53.9	12.7	19.5	14.0
Other undergraduate	13.3	14.5	24.0	48.2
Educational aspirations				
Certificate/other award	17.9	22.6	17.9	41.6
Associate's degree	15.4	15.0	30.3	39.3
Bachelor's degree	25.0	11.3	29.5	34.2
Advanced degree	40.9	11.3	25.1	22.7

BEST COPY AVAILABLE

Table 1.2a—Percentage distribution of undergraduate enrollment according to attendance patterns, by selected institution and education characteristics: 1992–93—Continued

	Full-time, full-year	Full-time, part-year	Part-time, full-year	Part-time, part-year
Institutional type				
Public				
Less-than-2-year	19.4	20.6	20.5	39.5
2-year	14.9	8.7	34.0	42.4
4-year, nondoctorate-granting	45.0	11.7	24.2	19.2
4-year, doctorate-granting	54.1	13.1	18.7	14.2
Private, not-for-profit				
Less-than-4-year	23.9	18.3	25.6	32.2
4-year, nondoctorate-granting	46.8	13.9	20.5	18.9
4-year, doctorate-granting	63.6	10.3	15.3	10.8
Private, for-profit	30.7	44.4	10.4	14.5

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.2b—Percentage distribution of undergraduate enrollment according to attendance patterns, by selected student characteristics: 1992–93

	Full-time, full-year	Full-time, part-year	Part-time, full-year	Part-time, part-year
Total	32.8	13.4	25.6	28.1
Gender				
Male	35.0	14.0	24.1	27.0
Female	31.1	12.9	26.9	29.0
Race–ethnicity of student				
American Indian/Alaskan Native	28.0	19.2	17.8	35.0
Asian/Pacific Islander	37.4	11.0	29.8	21.9
Black, non-Hispanic	30.3	18.2	22.2	29.3
Hispanic	26.9	13.6	28.9	30.6
White, non-Hispanic	33.2	12.6	25.9	28.3
Marital status				
Not married	39.0	14.4	23.2	23.5
Married	13.7	9.9	33.4	43.0
Divorced/separated/widowed	19.7	23.1	22.5	34.7
Dependency status				
Dependent	49.4	14.2	19.4	17.0
Independent	17.5	12.8	31.3	38.4
Income and dependency status				
Dependent				
Less than $10,000	44.0	23.3	16.8	16.0
$10,000–$19,999	42.6	17.5	19.6	20.4
$20,000–$29,999	47.8	15.4	19.6	17.2
$30,000–$39,999	43.6	16.5	18.6	21.4
$40,000–$49,999	39.4	13.4	23.8	23.5
$50,000–$59,999	53.8	14.5	18.5	13.2
$60,000–$69,999	62.4	8.9	16.7	11.9
$70,000–$79,999	62.5	11.8	14.1	11.7
$80,000–$99,999	58.1	11.5	17.6	12.8
$100,000 or more	61.4	11.6	15.0	12.0
Independent				
Less than $5,000	35.9	23.9	20.2	20.0
$5,000–$9,999	31.3	21.3	22.3	25.1
$10,000–$19,999	18.8	15.0	31.2	35.0
$20,000–$29,999	12.3	8.8	36.9	42.0
$30,000–$49,999	8.6	6.8	35.6	49.1
$50,000 or more	7.4	6.0	35.4	51.2
Age as of 12/31/92				
23 years or younger	47.6	15.1	19.6	17.7
24–29 years	19.4	13.3	31.5	35.8
30 years or older	11.9	10.1	34.0	44.0
Number of dependents				
None	37.9	13.3	24.0	24.8
One or more	15.8	13.8	31.5	39.0

Table 1.2b—Percentage distribution of undergraduate enrollment according to attendance patterns, by selected student characteristics: 1992–93—Continued

	Full-time, full-year	Full-time, part-year	Part-time, full-year	Part-time, part-year
Single parent status				
Not single parent	33.8	12.8	25.5	27.9
Single parent	21.0	21.0	27.3	30.7
Income percentile ranking				
Lowest quartile	37.8	20.1	20.7	21.4
Middle quartiles	29.1	12.9	27.6	30.3
Highest quartile	33.1	8.1	26.4	32.4
Parent's education				
Less than high school diploma	18.4	13.5	29.5	38.6
High school diploma/GED*	27.8	12.6	27.0	32.6
Postsec. ed. less than bachelor's	33.0	13.1	25.8	28.1
Bachelor's or higher	42.1	11.2	23.1	23.6
Average hours worked/week while enrolled				
Not employed	37.5	15.9	24.1	22.5
1–20 hours	49.3	13.3	19.7	17.7
21–34 hours	34.4	13.2	28.3	24.1
35 hours or more	10.9	7.1	34.7	47.4
Disability status				
Not disabled	32.6	12.1	25.9	29.5
Disabled	25.9	15.3	26.8	32.1
High school degree or equivalency status				
High school degree	34.0	12.8	25.7	27.5
GED or high school equivalent*	17.1	17.9	27.7	37.3
No high school credential	19.2	24.2	22.9	33.7

*Passed tests of General Education Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.3a—Percentage of undergraduates according to dependency status, by selected institution and education characteristics: 1992–93

	Dependent	Independent
Total	47.9	52.1
Undergraduate class level		
1st year-freshman	46.5	53.5
2nd year-sophomore	50.6	49.4
3rd year-junior	57.3	42.7
4th year-senior	49.4	50.6
Level unknown	17.1	82.9
Level of institution		
Less-than-2-year	26.5	73.6
2-year	37.5	62.5
4 years or more	61.5	38.5
Control of institution		
Public	47.5	52.5
Private, not-for-profit	58.6	41.4
Private, for-profit	30.7	69.3
Cumulative grade point average		
Less than 2.0	56.1	43.9
2.0–2.9	58.0	42.0
3.0–3.49	47.1	52.9
3.5 or higher	29.8	70.2
Delayed postsecondary enrollment		
Did not delay	65.7	34.3
Delayed	26.6	73.4
Number of risk factors*		
None	100.0	0.0
One	86.2	13.8
Two	45.1	54.9
Three	8.3	91.7
Four or more	0.5	99.5
Attendance patterns 1992–93		
Full-time, full-year	72.2	27.8
Full-time, part-year	50.5	49.5
Part-time, full-year	36.4	63.6
Part-time, part-year	29.0	71.0
Undergraduate program		
Vocational certificate	30.7	69.3
Associate's degree	41.6	58.5
Bachelor's degree	64.1	35.9
Other undergraduate	28.6	71.4

Table 1.3a—Percentage of undergraduates according to dependency status, by selected institution and education characteristics: 1992–93—Continued

	Dependent	Independent
Educational aspirations		
Certificate/other award	22.7	77.3
Associate's degree	36.7	63.3
Bachelor's degree	42.7	57.3
Advanced degree	55.4	44.6
Institutional type		
Public		
Less-than-2-year	26.8	73.2
2-year	37.3	62.7
4-year, nondoctorate-granting	55.8	44.2
4-year, doctorate-granting	68.0	32.0
Private, not-for-profit		
Less-than-4-year	38.5	61.6
4-year, nondoctorate-granting	54.2	45.8
4-year, doctorate-granting	70.3	29.7
Private, for-profit	30.7	69.3

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.3b—Percentage of undergraduates according to dependency status, by selected student characteristics: 1992–93

	Dependent	Independent
Total	47.9	52.1
Gender		
Male	52.4	47.6
Female	44.4	55.6
Race–ethnicity of student		
American Indian/Alaskan Native	30.1	69.9
Asian/Pacific Islander	59.2	40.8
Black, non-Hispanic	41.0	59.0
Hispanic	48.5	51.5
White, non-Hispanic	48.0	52.0
Marital status		
Not married	60.3	39.7
Married	5.4	94.7
Divorced/separated/widowed	3.3	96.7
Age as of 12/31/92		
23 years or younger	86.9	13.1
24–29 years	0.0	100.0
30 years or older	0.0	100.0
Number of dependents		
None	62.3	37.7
One or more	0.0	100.0
Single parent status		
Not single parent	51.9	48.1
Single parent	0.0	100.0
Income percentile ranking		
Lowest quartile	45.6	54.4
Middle quartiles	46.6	53.4
Highest quartile	45.7	54.4
Parent's education		
Less than high school diploma	20.9	79.1
High school diploma/GED*	41.0	59.0
Postsec. ed. less than bachelor's	54.0	46.0
Bachelor's or higher	62.8	37.2
Average hours worked/week while enrolled		
Not employed	42.5	57.5
1–20 hours	69.9	30.1
21–34 hours	60.5	39.6
35 hours or more	24.1	75.9

Table 1.3b—Percentage of undergraduates according to dependency status, by selected student characteristics: 1992–93—Continued

	Dependent	Independent
Disability status		
Not disabled	48.8	51.2
Disabled	33.0	67.0
High school degree or equivalency status		
High school degree	50.1	49.9
GED or high school equivalent*	16.6	83.4
No high school credential	29.3	70.7

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.4a—Percentage distribution of undergraduates according to number of dependents (excluding spouse) and the percentage of undergraduate single parents, by selected institution and education characteristics: 1992–93

	Number of dependents			
	None	One	Two or more	Single parent
Total	77.8	9.4	12.8	7.6
Undergraduate class level				
1st year-freshman	74.3	11.1	14.6	9.8
2nd year-sophomore	80.1	8.6	11.3	6.7
3rd year-junior	82.5	6.9	10.7	5.7
4th year-senior	83.6	7.1	9.3	4.4
Level unknown	68.8	11.5	19.8	5.5
Level of institution				
Less-than-2-year	58.0	17.6	24.4	23.3
2 year	72.0	11.9	16.0	8.9
4 years or more	86.3	5.8	7.9	4.2
Control of institution				
Public	78.3	9.2	12.5	6.7
Private, not-for-profit	82.9	6.8	10.4	5.5
Private, for-profit	63.0	17.0	20.1	20.6
Cumulative grade point average				
Less than 2.0	81.6	8.8	9.6	8.4
2.0–2.9	84.1	7.1	8.8	6.2
3.0–3.49	79.2	8.7	12.1	6.5
3.5 or higher	67.8	12.2	20.0	7.2
Delayed postsecondary enrollment				
Did not delay	86.5	6.0	7.5	3.8
Delayed	67.8	13.4	18.8	11.3
Number of risk factors*				
None	100.0	0.0	0.0	0.0
One	100.0	0.0	0.0	0.0
Two	95.6	1.9	2.5	0.0
Three	76.5	9.5	14.1	3.1
Four or more	26.1	31.9	42.1	29.2
Attendance patterns 1992–93				
Full-time, full-year	89.3	5.0	5.7	4.9
Full-time, part-year	77.1	10.8	12.1	11.9
Part-time, full-year	72.7	10.6	16.6	8.1
Part-time, part-year	69.0	12.9	18.1	8.3
Undergraduate program				
Vocational certificate	65.4	14.5	20.1	15.6
Associate's degree	73.4	11.2	15.4	8.9
Bachelor's degree	87.9	5.2	6.9	3.5
Other undergraduate	66.7	14.2	19.2	9.9

Table 1.4a—Percentage distribution of undergraduates according to number of dependents (excluding spouse) and the percentage of undergraduate single parents, by selected institution and education characteristics: 1992–93—Continued

	Number of dependents			
	None	One	Two or more	Single parent
Educational aspirations				
Certificate/other award	59.6	16.2	24.2	15.0
Associate's degree	66.6	13.6	19.8	10.9
Bachelor's degree	72.1	11.1	16.9	8.2
Advanced degree	81.2	8.2	10.5	5.6
Institutional type				
Public				
Less-than-2-year	65.6	11.0	23.5	13.4
2-year	72.0	11.8	16.2	8.6
4-year, nondoctorate-granting	83.2	7.5	9.2	5.2
4-year, doctorate-granting	90.9	4.0	5.1	2.8
Private, not-for-profit				
Less-than-4-year	69.1	12.1	18.8	12.8
4-year, nondoctorate-granting	79.7	7.7	12.6	6.1
4-year, doctorate-granting	91.2	4.0	4.8	2.6
Private, for-profit	63.0	17.0	20.1	20.6

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.4b—Percentage distribution of undergraduates according to number of dependents (excluding spouse) and the percentage of undergraduate single parents, by selected student characteristics: 1992–93

	Number of dependents			
	None	One	Two or more	Single parent
Total	77.8	9.4	12.8	7.6
Gender				
Male	84.5	6.6	8.9	2.9
Female	72.3	11.7	16.0	11.4
Race–ethnicity of student				
American Indian/Alaskan Native	63.5	15.6	20.9	16.0
Asian/Pacific Islander	86.6	7.0	6.5	2.6
Black, non-Hispanic	68.8	14.8	16.4	19.1
Hispanic	74.0	10.5	15.5	9.2
White, non-Hispanic	78.6	8.9	12.6	6.2
Marital status				
Not married	91.0	5.0	4.0	8.9
Married	40.8	21.6	37.6	0.0
Divorced/separated/widowed	3.9	45.9	50.1	80.6
Dependency status				
Dependent	100.0	0.0	0.0	0.0
Independent	57.0	18.3	24.8	14.6
Income and dependency status				
Independent				
Less than $5,000	63.4	21.8	14.8	29.0
$5,000–$9,999	60.8	18.6	20.6	28.7
$10,000–$19,999	65.9	16.2	17.9	17.7
$20,000–$29,999	63.9	15.2	20.9	10.8
$30,000–$49,999	46.5	18.6	34.9	5.7
$50,000 or more	37.4	23.5	39.1	2.4
Age as of 12/31/92				
23 years or younger	94.5	3.8	1.7	3.4
24–29 years	72.6	13.7	13.7	10.7
30 years or older	47.6	18.0	34.4	14.2
Single parent status				
Not single parent	84.3	5.7	10.0	0.0
Single parent	0.0	53.8	46.2	100.0
Income percentile ranking				
Lowest quartile	79.9	10.6	9.5	15.2
Middle quartiles	80.2	8.7	11.1	7.2
Highest quartile	67.6	11.1	21.4	1.9

Table 1.4b—Percentage distribution of undergraduates according to number of dependents (excluding spouse) and the percentage of undergraduate single parents, by selected student characteristics: 1992–93—Continued

	Number of dependents			
	None	One	Two or more	Single parent
Parent's education				
Less than high school diploma	54.8	17.0	28.2	14.9
High school diploma/GED*	71.3	11.6	17.1	8.5
Postsec. ed. less than bachelor's	78.8	9.9	11.4	6.9
Bachelor's or higher	86.4	6.2	7.5	3.5
Average hours worked/week while enrolled				
Not employed	68.7	12.4	19.0	11.3
1–20 hours	87.7	5.5	6.8	4.1
21–34 hours	85.2	6.5	8.3	5.2
35 hours or more	64.9	14.9	20.2	8.9
Disability status				
Not disabled	76.5	9.8	13.7	7.1
Disabled	68.3	14.3	17.5	10.1
High school degree or equivalency status				
High school degree	79.5	8.8	11.7	6.5
GED or high school equivalent*	56.0	17.7	26.3	20.1
No high school credential	55.7	17.1	27.2	24.1

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.5a—Percentage distribution of undergraduates according to the number of hours worked per week while enrolled, by selected institution and education characteristics: 1992–93

	Not employed	Work 20 hours or less per week	Work 21–34 hours per week	Work 35 hours or more per week
Total	20.7	26.0	15.9	37.5
Undergraduate class level				
1st year-freshman	22.3	22.2	15.2	40.4
2nd year-sophomore	19.1	26.9	17.2	36.8
3rd year-junior	20.9	34.5	16.2	28.5
4th year-senior	17.4	33.9	17.6	31.1
Level unknown	22.0	10.9	9.6	57.5
Level of institution				
Less-than-2-year	42.0	15.2	13.0	29.9
2-year	18.7	18.7	15.9	46.7
4 years or more	20.4	36.0	16.2	27.4
Control of institution				
Public	19.1	25.0	16.8	39.1
Private, not-for-profit	21.8	35.5	11.6	31.2
Private, for-profit	37.2	17.4	14.6	30.9
Cumulative grade point average				
Less than 2.0	18.2	24.7	17.9	39.2
2.0–2.9	19.5	29.9	19.7	30.9
3.0–3.49	20.1	28.0	14.5	37.4
3.5 or higher	20.7	22.4	12.0	45.0
Delayed postsecondary enrollment				
Did not delay	18.0	32.9	18.3	30.8
Delayed	23.5	15.9	12.3	48.3
Number of risk factors*				
None	22.6	55.8	21.6	0.0
One	21.0	37.0	28.1	13.9
Two	23.1	22.7	18.1	36.1
Three	23.6	13.4	10.8	52.3
Four or more	13.2	6.4	5.5	74.9
Attendance patterns 1992–93				
Full-time, full-year	25.7	42.6	18.1	13.5
Full-time, part-year	28.6	30.0	18.2	23.2
Part-time, full-year	18.1	18.6	16.3	47.0
Part-time, part-year	15.1	14.9	12.4	57.6
Undergraduate program				
Vocational certificate	29.3	17.8	11.9	40.9
Associate's degree	18.0	19.8	17.5	44.8
Bachelor's degree	20.4	37.7	16.5	25.4
Other undergraduate	21.3	20.7	11.8	46.2

Table 1.5a—Percentage distribution of undergraduates according to the number of hours worked per week while enrolled, by selected institution and education characteristics: 1992–93—Continued

	Not employed	Work 20 hours or less per week	Work 21–34 hours per week	Work 35 hours or more per week
Educational aspirations				
Certificate/other award	36.0	14.0	11.3	38.8
Associate's degree	20.8	19.5	16.2	43.5
Bachelor's degree	18.8	20.8	16.2	44.2
Advanced degree	19.5	31.9	16.6	32.0
Institutional type				
Public				
Less-than-2-year	28.7	13.2	11.0	47.2
2-year	18.3	18.5	16.0	47.2
4-year, nondoctorate-granting	18.7	32.2	19.0	30.1
4-year, doctorate-granting	20.8	39.6	18.1	21.5
Private, not-for-profit				
Less-than-4-year	21.4	23.3	14.3	41.1
4-year, nondoctorate-granting	18.8	33.8	11.8	35.6
4-year, doctorate-granting	26.2	41.5	10.4	21.9
Private, for-profit	37.2	17.4	14.6	30.9

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.5b—Percentage distribution of undergraduates according to the number of hours worked per week while enrolled, by selected student characteristics: 1992–93

	Not employed	Work 20 hours or less per week	Work 21–34 hours per week	Work 35 hours or more per week
Total	20.7	26.0	15.9	37.5
Gender				
Male	17.6	25.2	16.3	40.9
Female	23.1	26.7	15.5	34.7
Race–ethnicity of student				
American Indian/Alaskan Native	23.6	18.4	17.1	40.9
Asian/Pacific Islander	36.5	33.5	10.3	19.7
Black, non-Hispanic	26.8	21.0	12.4	39.8
Hispanic	24.3	22.2	15.8	37.8
White, non-Hispanic	18.2	26.8	16.8	38.2
Marital status				
Not married	19.9	31.8	18.5	29.8
Married	21.6	12.9	9.9	55.7
Divorced/separated/widowed	35.1	15.7	11.2	38.0
Dependency status				
Dependent	19.3	39.9	21.1	19.8
Independent	21.8	14.4	11.6	52.3
Income and dependency status				
Dependent				
Less than $10,000	26.9	34.9	19.5	18.7
$10,000–$19,999	24.9	36.4	19.4	19.3
$20,000–$29,999	16.7	39.9	21.1	22.3
$30,000–$39,999	15.3	40.6	23.3	20.8
$40,000–$49,999	17.0	32.9	24.3	25.8
$50,000–$59,999	18.7	42.0	21.0	18.3
$60,000–$69,999	20.5	44.5	19.1	15.9
$70,000–$79,999	21.2	45.7	18.2	15.0
$80,000–$99,999	15.2	48.4	20.6	15.7
$100,000 or more	25.4	45.0	16.0	13.6
Independent				
Less than $5,000	38.8	29.8	14.6	16.8
$5,000–$9,999	31.1	23.6	21.0	24.4
$10,000–$19,999	19.1	15.3	14.8	50.9
$20,000–$29,999	19.5	9.6	10.0	61.0
$30,000–$49,999	18.4	10.1	7.1	64.5
$50,000 or more	16.5	9.3	7.3	66.9
Age as of 12/31/92				
23 years or younger	20.2	37.8	20.7	21.2
24–29 years	17.6	15.5	13.9	53.0
30 years or older	23.2	11.7	8.7	56.5

Table 1.5b—Percentage distribution of undergraduates according to the number of hours worked per week while enrolled, by selected student characteristics: 1992–93—Continued

	Not employed	Work 20 hours or less per week	Work 21–34 hours per week	Work 35 hours or more per week
Number of dependents				
None	18.9	30.6	18.1	32.5
One or more	25.6	12.7	9.4	52.3
Single parent status				
Not single parent	19.8	27.0	16.3	36.9
Single parent	30.9	14.1	10.9	44.1
Income percentile ranking				
Lowest quartile	28.1	31.2	19.1	21.7
Middle quartiles	18.0	24.5	16.7	40.8
Highest quartile	19.3	24.4	11.8	44.5
Parent's education				
Less than high school diploma	25.4	15.3	11.4	48.0
High school diploma/GED*	20.0	22.7	15.1	42.3
Postsec. ed. less than bachelor's	17.2	27.0	19.9	35.9
Bachelor's or higher	20.6	34.0	16.3	29.1
Disability status				
Not disabled	19.9	26.3	16.1	37.7
Disabled	32.1	21.1	13.4	33.4
High school degree or equivalency status				
High school degree	19.6	27.0	16.2	37.2
GED or high school equivalent*	31.5	11.5	11.6	45.3
No high school credential	42.2	17.7	11.2	28.9

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.6a—Percentage distribution of undergraduates according to their high school degree or equivalency status, by selected institution and education characteristics: 1992–93

	High school degree	GED or high school equivalent*	No high school credential
Total	93.6	4.5	1.9
Undergraduate class level			
1st year-freshman	90.7	6.2	3.1
2nd year-sophomore	94.2	4.6	1.2
3rd year-junior	98.0	1.9	0.1
4th year-senior	98.4	1.3	0.3
Level unknown	90.4	5.8	3.8
Level of institution			
Less-than-2-year	73.9	12.8	13.3
2-year	91.6	6.2	2.2
4 years or more	98.1	1.7	0.2
Control of institution			
Public	94.2	4.4	1.4
Private, not-for-profit	97.2	2.4	0.5
Private, for-profit	79.8	10.1	10.2
Cumulative grade point average			
Less than 2.0	92.7	5.7	1.5
2.0–2.9	95.3	3.4	1.3
3.0–3.49	94.8	4.2	1.1
3.5 or higher	93.9	4.5	1.6
Delayed postsecondary enrollment			
Did not delay	97.9	2.1	0.0
Delayed	94.5	5.5	0.0
Number of risk factors**			
None	100.0	0.0	(†)
One	99.3	0.7	(†)
Two	97.8	2.2	(†)
Three	96.8	3.2	(†)
Four or more	89.1	10.9	(†)
Attendance patterns 1992–93			
Full-time, full-year	96.6	2.4	1.1
Full-time, part-year	90.5	6.1	3.4
Part-time, full-year	93.5	4.9	1.7
Part-time, part-year	91.7	6.0	2.3
Undergraduate program			
Vocational certificate	84.4	9.1	6.6
Associate's degree	92.4	5.9	1.7
Bachelor's degree	98.3	1.5	0.1
Other undergraduate	90.7	5.3	4.1

Table 1.6a—Percentage distribution of undergraduates according to their high school degree or equivalency status, by selected institution and education characteristics: 1992–93—Continued

	High school degree	GED or high school equivalent*	No high school credential
Educational aspirations			
Certificate/other award	82.2	8.8	9.0
Associate's degree	90.3	8.1	1.6
Bachelor's degree	93.4	5.3	1.3
Advanced degree	96.1	2.9	1.0
Institutional type			
Public			
Less-than-2-year	81.5	14.2	4.3
2-year	91.7	6.1	2.2
4-year, nondoctorate-granting	97.6	2.3	0.2
4-year, doctorate-granting	98.8	1.1	0.2
Private not-for-profit			
Less-than-4-year	89.6	7.4	3.0
4-year, nondoctorate-granting	97.7	2.1	0.2
4-year, doctorate-granting	98.4	1.4	0.2
Private, for-profit	79.8	10.1	10.2

*Passed tests of General Educational Development or high school equivalent.
**Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.
†Not included in multiple risk factor analysis.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.6b—Percentage distribution of undergraduates according to their high school degree or equivalency status, by selected student characteristics: 1992–93

	High school degree	GED or high school equivalent	No high school credential
Total	93.6	4.5	1.9
Gender			
Male	94.1	4.3	1.7
Female	93.2	4.7	2.1
Race–ethnicity of student			
American Indian/Alaskan Native	87.8	9.8	2.5
Asian/Pacific Islander	92.5	3.9	3.6
Black, non-Hispanic	90.2	6.2	3.7
Hispanic	89.7	7.0	3.3
White, non-Hispanic	94.6	4.0	1.4
Marital status			
Not married	94.5	3.8	1.7
Married	91.3	6.5	2.2
Divorced/separated/widowed	80.1	13.2	6.7
Dependency status			
Dependent	97.3	1.6	1.2
Independent	90.2	7.3	2.6
Income and dependency status			
Dependent			
Less than $10,000	94.6	2.6	2.8
$10,000–$19,999	95.7	2.3	2.0
$20,000–$29,999	96.3	2.5	1.2
$30,000–$39,999	97.6	1.3	1.1
$40,000–$49,999	96.8	2.0	1.2
$50,000–$59,999	98.3	1.2	0.5
$60,000–$69,999	98.4	1.0	0.6
$70,000–$79,999	99.3	0.4	0.3
$80,000–$99,999	98.2	0.5	1.3
$100,000 or more	98.2	0.7	1.1
Independent			
Less than $5,000	86.0	8.2	5.8
$5,000–$9,999	86.5	8.9	4.6
$10,000–$19,999	89.5	8.0	2.5
$20,000–$29,999	90.8	7.6	1.6
$30,000–$49,999	92.2	6.2	1.6
$50,000 or more	94.5	4.8	0.8
Age as of 12/31/92			
23 years or younger	96.1	2.3	1.6
24–29 years	92.2	5.7	2.1
30 years or older	89.4	8.2	2.4
Number of dependents			
None	95.5	3.2	1.4
One or more	87.4	8.9	3.8

Table 1.6b—Percentage distribution of undergraduates according to their high school degree or equivalency status, by selected student characteristics: 1992–93—Continued

	High school degree	GED or high school equivalent*	No high school credential
Single parent status			
Not single parent	94.6	3.9	1.6
Single parent	81.8	12.1	6.1
Income percentile ranking			
Lowest quartile	90.7	5.8	3.6
Middle quartiles	93.7	4.8	1.6
Highest quartile	96.0	3.1	0.9
Parent's education			
Less than high school diploma	85.9	10.5	3.6
High school diploma/GED*	94.0	4.4	1.6
Postsec. ed. less than bachelor's	94.7	4.1	1.2
Bachelor's or higher	96.6	2.3	1.2
Average hours worked/ week while enrolled			
Not employed	89.5	7.1	3.5
1–20 hours	96.8	2.0	1.2
21–34 hours	95.4	3.4	1.2
35 hours or more	93.1	5.6	1.3
Disability status			
Not disabled	94.1	4.3	1.6
Disabled	90.4	7.4	2.3

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.7a—Percentage distribution of undergraduates according to the number of their risk factors,* by selected institution and education characteristics: 1992–93

	None	One	Two	Three	Four or more
Total	23.5	19.7	16.5	18.0	22.4
Undergraduate class level (including grad. status)					
1st year-freshman	18.9	19.2	16.6	18.4	26.9
2nd year-sophomore	25.2	19.3	16.2	18.6	20.8
3rd year-junior	35.4	21.1	14.8	12.5	16.2
4th year-senior (did not graduate)	24.4	20.2	18.9	19.4	17.2
4th year-senior (graduated)	34.9	26.5	17.2	12.2	9.1
Level unknown	2.1	6.6	14.4	38.0	38.9
Level of institution					
Less-than-2-year	9.8	15.5	23.3	20.2	31.2
2-year	9.3	17.3	18.3	23.6	31.6
4 years or more	38.7	22.5	14.0	12.2	12.5
Cumulative grade point average					
Less than 2.0	18.5	24.8	19.5	16.4	20.9
2.0–2.9	29.0	23.8	17.0	14.4	15.9
3.0–3.49	26.5	17.9	14.0	18.9	22.7
3.5 or higher	16.5	12.2	14.2	24.9	32.3
Delayed postsecondary enrollment					
Did not delay	40.8	24.7	13.5	13.1	7.8
Delayed	0.0	12.9	20.4	24.6	42.1
Attendance patterns 1992–93					
Full-time, full-year	57.8	21.0	11.3	5.5	4.4
Full-time, part-year	32.0	25.2	20.0	11.6	11.3
Part-time, full-year	0.0	21.0	19.4	26.1	33.5
Part-time, part-year	0.0	14.3	18.3	28.5	38.9
Undergraduate program					
Vocational certificate	10.8	15.5	19.6	22.7	31.4
Associate's degree	11.0	18.9	18.6	21.7	29.8
Bachelor's degree	41.4	23.0	13.5	11.3	10.8
Other undergraduate	7.1	15.1	19.1	25.5	33.2
Educational aspirations					
Certificate/other award	6.9	10.7	15.3	26.6	40.5
Associate's degree	10.0	16.5	15.8	18.6	39.1
Bachelor's degree	17.6	18.2	14.8	18.5	30.9
Advanced degree	32.0	21.0	14.3	15.0	17.8

Table 1.7a—Percentage distribution of undergraduates according to the number of their risk factors,* by selected institution and education characteristics: 1992–93—Continued

	None	One	Two	Three	Four or more
Institutional type					
Public					
Less-than-2-year	4.8	10.7	23.2	22.6	38.7
2-year	8.7	17.0	18.3	24.1	32.0
4-year, nondoctorate-granting	31.3	23.4	15.5	14.4	15.5
4-year, doctorate-granting	42.6	25.6	14.3	9.7	7.8
Private, not-for-profit					
Less-than-4-year	16.7	17.7	15.8	17.2	32.7
4-year, nondoctorate-granting	35.9	17.7	12.6	14.5	19.4
4-year, doctorate-granting	52.7	19.2	10.4	9.2	8.5
Private, for-profit	13.4	18.8	22.2	20.6	25.1

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.7b—Percentage distribution of undergraduates according to the number of their risk factors,* by selected student characteristics: 1992–93

	None	One	Two	Three	Four or more
Total	23.5	19.7	16.5	18.0	22.4
Gender					
Male	24.6	22.3	17.9	17.2	18.0
Female	22.7	17.6	15.2	18.5	26.0
Race–ethnicity of student					
American Indian/Alaskan Native	15.6	11.3	20.5	17.5	35.2
Asian/Pacific Islander	27.0	29.0	17.5	12.3	14.2
Black, non-Hispanic	19.5	18.5	14.4	16.3	31.2
Hispanic	19.1	20.4	17.2	16.9	26.5
White, non-Hispanic	24.1	19.2	16.4	18.7	21.6
Marital status					
Not married	31.4	24.1	17.0	15.1	12.5
Married	1.3	4.3	13.2	30.3	51.0
Divorced/separated/widowed	0.5	1.5	1.7	6.5	89.8
Dependency status					
Dependent	47.5	34.3	15.0	3.0	0.2
Independent	0.0	5.4	17.9	32.6	44.1
Income and dependency status					
Dependent					
Less than $10,000	42.0	38.9	15.8	3.2	0.2
$10,000–$19,999	41.1	38.3	14.9	5.5	0.3
$20,000–$29,999	45.7	33.2	16.7	4.2	0.2
$30,000–$39,999	45.2	36.5	14.8	3.2	0.3
$40,000–$49,999	39.2	35.8	20.2	4.2	0.6
$50,000–$59,999	53.4	32.4	11.2	2.8	0.2
$60,000–$69,999	58.0	30.7	8.3	3.0	0.1
$70,000–$79,999	63.3	27.7	8.3	0.4	0.3
$80,000–$99,999	59.1	31.5	8.9	0.5	0.0
$100,000 or more	61.7	29.4	7.1	1.7	0.1
Independent					
Less than $5,000	0.0	16.6	30.2	24.6	28.6
$5,000–$9,999	0.0	10.4	29.3	25.9	34.4
$10,000–$19,999	0.0	5.8	21.4	34.8	37.9
$20,000–$29,999	0.0	2.7	15.8	40.5	41.0
$30,000–$49,999	0.0	1.7	9.6	33.3	55.4
$50,000 or more	0.0	1.3	8.7	28.9	61.1
Age as of 12/31/92					
23 years or younger	42.0	32.2	16.2	5.6	4.1
24–29 years	0.0	6.9	24.2	36.7	32.2
30 years or older	0.0	1.8	12.2	32.0	54.0

Table 1.7b—Percentage distribution of undergraduates according to the number of their risk factors,* by selected student characteristics: 1992–93—Continued

	None	One	Two	Three	Four or more
Number of dependents					
None	30.0	25.1	20.0	17.5	7.4
One or more	0.0	0.0	3.4	19.7	76.9
Single parent status					
Not single parent	25.3	21.2	17.7	18.7	17.1
Single parent	0.0	0.0	0.0	8.0	92.0
Income percentile ranking					
Lowest quartile	20.6	24.1	22.9	15.7	16.7
Middle quartiles	22.1	19.0	16.4	20.7	21.9
Highest quartile	28.5	14.3	8.3	17.3	31.6
Parent's education					
Less than high school diploma	8.2	10.2	10.7	21.8	49.2
High school diploma/GED**	18.6	17.1	15.3	18.4	30.7
Postsec. ed. less than bachelor's	25.5	20.9	17.0	16.1	20.6
Bachelor's or higher	36.1	23.5	13.4	13.7	13.3
Average hours worked/ week while enrolled					
Not employed	24.2	19.8	17.1	21.1	17.9
1–20 hours	45.2	26.4	12.8	9.1	6.5
21–34 hours	28.9	33.0	16.8	12.0	9.4
35 hours or more	0.0	7.0	14.3	24.9	53.9
Disability status					
Not disabled	25.1	19.2	14.4	16.7	24.5
Disabled	13.5	16.3	16.7	22.5	31.0
High school degree or equivalency status					
High school degree	24.4	20.3	16.7	18.0	20.7
GED or high school equivalent**	0.0	3.8	10.4	16.3	69.6

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

**Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.8a—Percentage distribution of undergraduates enrolled in fall 1992 who also reported plans to be enrolled in the following year (1993–94) according to average number of months enrolled, by selected institution and education characteristics: 1992–93

	Less than 3 months	3–5 months	6–7 months	8 months or more
Total	0.2	13.2	5.5	81.2
Undergraduate class level				
1st year-freshman	0.1	16.6	5.5	77.8
2nd year-sophomore	0.2	10.6	5.9	83.3
3rd year-junior	0.2	7.4	3.1	89.4
4th year-senior	0.0	10.6	5.9	83.5
Level unknown	1.9	25.6	14.0	58.4
Level of institution				
Less-than-2-year	0.7	14.9	12.0	72.5
2-year	0.1	18.2	7.4	74.3
4 years or more	0.1	8.7	3.5	87.7
Control of institution				
Public	0.1	13.9	5.7	80.4
Private, not-for-profit	0.1	9.4	3.6	87.0
Private, for-profit	1.6	15.7	11.1	71.6
Cumulative grade point average				
Less than 2.0	0.1	24.5	7.7	67.6
2.0–2.9	0.0	8.6	5.5	85.9
3.0–3.49	0.0	9.4	4.4	86.2
3.5 or higher	0.0	11.9	4.2	84.0
Delayed postsecondary enrollment				
Did not delay	0.1	11.3	4.8	83.9
Delayed	0.3	17.0	6.8	76.0
Number of risk factors*				
None	0.0	5.9	1.6	92.5
One	0.0	11.5	5.5	83.0
Two	0.3	16.6	7.5	75.7
Three	0.1	18.0	7.9	73.9
Four or more	0.2	19.1	7.7	73.0
Attendance patterns 1992–93				
Full-time, full-year	0.0	0.0	0.0	100.0
Full-time, part-year	0.3	60.8	18.0	20.9
Part-time, full-year	0.0	0.0	0.0	100.0
Part-time, part-year	0.8	59.4	28.1	11.8
Undergraduate program				
Vocational certificate	0.4	15.7	8.7	75.1
Associate's degree	0.0	16.8	6.9	76.2
Bachelor's degree	0.1	8.1	3.3	88.5
Other undergraduate	0.2	22.8	8.7	68.2

Table 1.8a—Percentage distribution of undergraduates enrolled in fall 1992 who also reported plans to be enrolled in the following year (1993–94) according to average number of months enrolled, by selected institution and education characteristics: 1992–93—Continued

	Less than 3 months	3–5 months	6–7 months	8 months or more
Educational aspirations				
Certificate/other award	0.1	20.7	12.3	67.0
Associate's degree	0.6	20.6	10.1	68.6
Bachelor's degree	0.1	16.1	6.2	77.6
Advanced degree	0.1	10.3	4.5	85.0
Institutional type				
Public				
Less-than-2-year	0.6	12.8	15.3	71.3
2-year	0.1	18.3	7.2	74.5
4-year, nondoctorate-granting	0.1	9.7	3.4	86.8
4-year, doctorate-granting	0.0	7.6	3.6	88.8
Private, not-for-profit				
Less-than-4-year	0.0	13.8	7.4	78.8
4-year, nondoctorate-granting	0.1	10.3	3.6	86.0
4-year, doctorate-granting	0.2	7.4	2.8	89.6
Private, for-profit	1.6	15.7	11.1	71.6

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 1.8b—Percentage distribution of undergraduates enrolled in fall 1992 who also reported plans to be enrolled in the following year (1993–94) according to average number of months enrolled, by selected student characteristics: 1992–93

	Less than 3 months	3–5 months	6–7 months	8 months or more
Total	0.2	13.2	5.5	81.2
Gender				
Male	0.2	12.9	5.6	81.3
Female	0.1	13.4	5.4	81.1
Race–ethnicity of student				
American Indian/Alaskan Native	0.0	26.9	8.5	64.6
Asian/Pacific Islander	0.1	9.1	4.0	86.8
Black, non-Hispanic	0.5	17.0	5.9	76.6
Hispanic	0.5	14.6	8.2	76.7
White, non-Hispanic	0.1	12.6	5.2	82.2
Marital status				
Not married	0.1	11.4	4.9	83.6
Married	0.2	18.6	7.4	73.8
Divorced/separated/widowed	2.0	19.0	7.5	71.6
Dependency status				
Dependent	0.1	9.9	4.0	86.0
Independent	0.2	17.1	7.3	75.4
Income and dependency status				
Dependent				
Less than $10,000	0.0	13.8	3.3	83.0
$10,000–$19,999	0.1	11.2	5.7	83.0
$20,000–$29,999	0.5	10.7	5.7	83.1
$30,000–$39,999	0.0	13.4	4.6	82.0
$40,000–$49,999	0.0	12.7	4.0	83.4
$50,000–$59,999	0.1	8.3	4.0	87.7
$60,000–$69,999	0.0	6.1	2.8	91.2
$70,000–$79,999	0.0	7.9	2.1	90.1
$80,000–$99,999	0.0	6.8	3.5	89.7
$100,000 or more	0.0	6.2	3.2	90.7
Independent				
Less than $5,000	0.1	13.3	5.6	81.1
$5,000–$9,999	0.0	14.4	6.6	79.0
$10,000–$19,999	0.4	16.0	6.7	77.0
$20,000–$29,999	0.2	17.4	7.4	75.1
$30,000–$49,999	0.4	20.5	8.0	71.1
$50,000 or more	0.0	18.0	9.1	73.0
Age as of 12/31/92				
23 years or younger	0.1	10.4	4.4	85.1
24–29 years	0.1	17.1	6.2	76.6
30 years or older	0.4	17.7	7.9	74.0

Table 1.8b—Percentage distribution of undergraduates enrolled in fall 1992 who also reported plans to be enrolled in the following year (1993–94) according to average number of months enrolled, by selected student characteristics: 1992–93—Continued

	Less than 3 months	3–5 months	6–7 months	8 months or more
Number of dependents				
None	0.1	11.9	5.1	82.9
One or more	0.2	17.8	7.0	75.1
Single parent status				
Not single parent	0.2	13.1	5.4	81.4
Single parent	0.0	14.7	6.7	78.5
Income percentile ranking				
Lowest quartile	0.2	12.7	5.8	81.3
Middle quartiles	0.2	14.1	5.7	80.1
Highest quartile	0.1	12.0	5.0	82.9
Parent's education				
Less than high school diploma	0.4	17.0	7.1	75.5
High school diploma/GED*	0.1	14.8	5.7	79.4
Postsec. ed. less than bachelor's	0.0	12.9	5.8	81.3
Bachelor's or higher	0.2	10.4	4.9	84.5
Average hours worked/ week while enrolled				
Not employed	0.2	10.3	4.0	85.5
1–20 hours	0.0	8.6	4.2	87.2
21–34 hours	0.0	12.7	6.0	81.3
35 hours or more	0.3	20.5	7.8	71.4
Disability status				
Not disabled	0.2	13.1	5.5	81.3
Disabled	0.1	14.8	5.5	79.5
High school degree or equivalency status				
High school degree	0.1	13.1	5.3	81.5
GED or high school equivalent*	0.3	13.0	10.4	76.3
No high school credential	0.3	18.1	7.4	74.1

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Section 2
Enrollment Characteristics

Institution Control

- In 1992–93, about three-quarters of all undergraduates were enrolled in public institutions; 16 percent were enrolled in private, not-for-profit institutions; and the remaining 8 percent attended private, for-profit institutions (table 2.1a).

- Undergraduates with greater financial resources (i.e., those in the highest income quartile versus students in the middle and lower quartiles) were more likely to attend private, not-for-profit institutions (primarily independent 4-year colleges and universities); however, those with fewer financial resources (students in the lowest income quartile) were more likely to attend private, for-profit institutions (primarily less-than-2-year trade school programs) (table 2.1b).

- Racial–ethnic differences (also related to differences in income levels) were found relative to institution control: black, non-Hispanic and Hispanic students were about twice as likely as white, non-Hispanic students to attend private, for-profit institutions (16 percent and 11 percent versus 6 percent) (table 2.1b).

Level of Institution (Highest Offering)

- In 1992–93, undergraduates were equally likely to be enrolled in 2-year or 4-year institutions (47 percent and 46 percent, respectively) (table 2.2a). However, younger undergraduates were more commonly enrolled in 4-year institutions, while older students tended to be concentrated in 2-year institutions. For example, 57 percent of undergraduates 23 or younger were enrolled in 4-year institutions, compared with 30 percent of students age 30 or older; in contrast, 62 percent of students 30 or older were enrolled in 2-year institutions, compared with 38 percent of students 24 or younger (table 2.2b).

- While male and female undergraduates were equally likely to attend 2-year institutions, men were somewhat more likely to attend 4-year institutions (49 percent versus 45 percent), and women were more likely to attend less-than-2-year institutions (8 percent versus 4 percent) (table 2.2b).

- Black, non-Hispanic and white, non-Hispanic undergraduates were equally likely to attend 4-year institutions (45 percent and 47 percent, respectively); however, a greater proportion of black, non-Hispanic undergraduates were enrolled in less-than-2-year institutions than were white, non-Hispanic students (14 percent versus 5 percent) (table 2.2b).

- American Indian/Alaskan Native undergraduates were much less likely to be enrolled in 4-year institutions than were white, non-Hispanic students (32 percent versus 47 percent) (table 2.2b).

Level and Control of Institution

- In 1992–93, about 44 percent of undergraduates attended public 2-year institutions; 31 percent attended public 4-year colleges and universities (both doctorate-granting and nondoctorate-granting); and 14 percent were enrolled in private, not-for-profit 4-year colleges and universities (table 2.3a).

- While there was a relatively small difference in the proportion of younger and older undergraduates attending public nondoctorate-granting institutions (e.g., 15 percent of students 23 or younger, compared with 10 percent of those 30 or older), students under 24 were three times more likely to attend public doctorate-granting institutions as were students 30 or older (24 percent versus 8 percent) (table 2.3b).

Table 2.1a—Percentage distribution of undergraduate enrollment according to control of institution, by selected institution and education characteristics: 1992–93

	Public	Private, not-for-profit	Private, for-profit
Total	76.4	15.9	7.7
Undergraduate class level			
1st year-freshman	76.8	10.8	12.4
2nd year-sophomore	81.9	14.7	3.4
3rd year-junior	70.9	26.5	2.6
4th year-senior	72.0	25.9	2.1
Level unknown	76.2	9.1	14.7
Level of institution			
Less-than-2-year	24.9	2.6	72.5
2-year	92.4	3.1	4.5
4 years or more	66.9	30.8	2.4
Cumulative grade point average			
Less than 2.0	87.6	8.9	3.5
2.0–2.9	81.5	15.7	2.8
3.0–3.49	76.6	18.9	4.5
3.5 or higher	73.6	18.1	8.3
Delayed postsecondary enrollment			
Did not delay	76.8	18.9	4.3
Delayed	77.7	12.9	9.5
Number of risk factors*			
None	68.3	28.0	3.6
One	78.8	15.1	6.1
Two	79.4	12.0	8.6
Three	81.1	11.6	7.3
Four or more	80.8	12.1	7.2
Attendance patterns 1992–93			
Full-time, full-year	68.5	24.5	7.0
Full-time, part-year	59.8	15.4	24.8
Part-time, full-year	85.2	11.8	3.0
Part-time, part-year	86.4	9.7	3.9
Undergraduate program			
Vocational certificate	56.9	8.5	34.7
Associate's degree	92.5	4.6	2.9
Bachelor's degree	67.4	30.4	2.2
Other undergraduate	81.1	6.4	12.6
Educational aspirations			
Certificate/other award	61.1	4.8	34.1
Associate's degree	85.8	3.9	10.3
Bachelor's degree	83.2	10.2	6.6
Advanced degree	76.3	20.8	2.9

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93) Undergraduate Data Analysis System.

Table 2.1b—Percentage distribution of undergraduate enrollment according to control of institution, by selected student characteristics: 1992–93

	Public	Private, not-for-profit	Private, for-profit
Total	76.4	15.9	7.7
Gender			
Male	78.2	15.6	6.1
Female	75.3	16.0	8.7
Race–ethnicity of student			
American Indian/Alaskan Native	82.8	12.0	5.2
Asian/Pacific Islander	76.0	16.4	7.6
Black, non-Hispanic	68.3	15.8	16.0
Hispanic	73.5	15.2	11.3
White, non-Hispanic	78.1	15.6	6.2
Marital status			
Not married	75.4	17.2	7.5
Married	79.7	12.4	7.9
Divorced/separated/widowed	68.3	10.3	21.4
Dependency status			
Dependent	75.6	19.4	5.0
Independent	77.1	12.7	10.3
Income and dependency status			
Dependent			
Less than $10,000	65.5	19.7	14.9
$10,000–$19,999	73.6	18.5	7.9
$20,000–$29,999	76.1	17.4	6.4
$30,000–$39,999	78.0	15.1	6.9
$40,000–$49,999	83.6	12.3	4.2
$50,000–$59,999	79.2	18.1	2.7
$60,000–$69,999	69.5	28.5	2.0
$70,000–$79,999	64.7	33.1	2.2
$80,000–$99,999	75.4	23.2	1.4
$100,000 or more	66.9	31.4	1.7
Independent			
Less than $5,000	65.1	14.8	20.2
$5,000–$9,999	72.5	11.8	15.8
$10,000–$19,999	77.5	11.3	11.3
$20,000–$29,999	79.9	12.5	7.7
$30,000–$49,999	82.2	12.2	5.7
$50,000 or more	79.0	15.7	5.4
Age as of 12/31/92			
23 years or younger	74.7	18.4	6.9
24–29 years	78.4	12.0	9.6
30 years or older	78.6	13.3	8.1
Number of dependents			
None	76.8	17.0	6.2
One or more	74.9	12.3	12.8

Table 2.1b—Percentage distribution of undergraduate enrollment according to control of institution, by selected student characteristics: 1992–93—Continued

	Public	Private, not-for-profit	Private, for-profit
Single parent status			
Not single parent	77.1	16.3	6.6
Single parent	67.6	11.5	20.9
Income percentile ranking			
Lowest quartile	71.3	15.3	13.5
Middle quartiles	79.8	13.3	6.9
Highest quartile	74.5	21.7	3.9
Parent's education			
Less than high school diploma	78.3	10.5	11.2
High school diploma/GED*	79.0	13.2	7.8
Postsec. ed. less than bachelor's	81.5	12.8	5.7
Bachelor's or higher	75.8	20.3	3.9
Average hours worked/ week while enrolled			
Not employed	72.9	15.3	11.8
1–20 hours	75.9	19.8	4.4
21–34 hours	83.4	10.6	6.0
35 hours or more	82.5	12.1	5.4
Disability status			
Not disabled	78.0	15.4	6.6
Disabled	81.8	10.7	7.5
High school degree or equivalency status			
High school degree	77.1	16.6	6.3
GED or high school equivalent*	75.0	8.5	16.5
No high school credential	56.4	3.8	39.8

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 2.2a—Percentage distribution of undergraduate enrollment according to level of institution, by selected institution and education characteristics: 1992–93

	Less-than-2-year	2-year	4 years or more
Total	6.2	47.4	46.4
Undergraduate class level			
1st year-freshman	10.4	64.0	25.6
2nd year-sophomore	1.8	55.8	42.5
3rd year-junior	0.8	16.2	83.0
4th year-senior	0.8	8.6	90.7
Level unknown	18.7	61.2	20.1
Control of institution			
Public	2.0	57.4	40.6
Private, not-for-profit	1.0	9.2	89.8
Private, for-profit	58.2	27.6	14.3
Cumulative grade point average			
Less than 2.0	2.6	61.6	35.8
2.0–2.9	1.6	42.6	55.8
3.0–3.49	2.6	46.9	50.5
3.5 or higher	5.7	54.0	40.3
Delayed postsecondary enrollment			
Did not delay	2.8	39.2	58.0
Delayed	7.9	57.2	34.9
Number of risk factors*			
None	2.1	18.5	79.5
One	3.9	41.1	55.1
Two	7.0	52.1	41.0
Three	5.5	61.6	32.9
Four or more	6.8	66.1	27.1
Attendance patterns 1992–93			
Full-time, full-year	5.0	23.1	72.0
Full-time, part-year	19.6	36.6	43.9
Part-time, full-year	2.9	60.5	36.7
Part-time, part-year	4.0	69.0	27.0
Undergraduate program			
Vocational certificate	37.2	50.1	12.8
Associate's degree	0.0	93.7	6.3
Bachelor's degree	0.0	0.0	100.0
Other undergraduate	15.6	61.8	22.5
Educational aspirations			
Certificate/other award	38.1	56.5	5.4
Associate's degree	9.6	84.8	5.5
Bachelor's degree	5.1	62.4	32.6
Advanced degree	1.4	34.5	64.1

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 2.2b—Percentage distribution of undergraduate enrollment according to level of institution, by selected student characteristics: 1992–93

	Less-than-2-year	2-year	4 years or more
Total	6.2	47.4	46.4
Gender			
Male	4.2	47.0	48.8
Female	7.6	47.8	44.6
Race–ethnicity of student			
American Indian/Alaskan Native	7.2	60.4	32.4
Asian/Pacific Islander	5.7	46.0	48.4
Black, non-Hispanic	13.5	41.8	44.7
Hispanic	8.5	54.5	37.1
White, non-Hispanic	5.0	48.1	47.0
Marital status			
Not married	5.7	43.3	51.0
Married	7.2	60.8	32.0
Divorced/separated/widowed	19.2	58.2	22.7
Dependency status			
Dependent	3.4	37.1	59.5
Independent	8.8	56.9	34.4
Income and dependency status			
Dependent			
Less than $10,000	9.6	35.9	54.5
$10,000–$19,999	5.3	43.3	51.4
$20,000–$29,999	4.1	38.8	57.1
$30,000–$39,999	5.0	47.6	47.4
$40,000–$49,999	3.7	53.5	42.8
$50,000–$59,999	2.0	28.5	69.6
$60,000–$69,999	1.2	24.6	74.2
$70,000–$79,999	0.8	22.7	76.5
$80,000–$99,999	0.9	25.7	73.4
$100,000 or more	0.9	21.8	77.3
Independent			
Less than $5,000	16.6	38.7	44.7
$5,000–$9,999	13.8	47.5	38.7
$10,000–$19,999	9.9	54.6	35.4
$20,000–$29,999	6.7	62.9	30.4
$30,000–$49,999	4.8	66.0	29.2
$50,000 or more	3.9	62.1	34.0
Age as of 12/31/92			
23 years or younger	5.0	38.0	57.0
24–29 years	7.7	53.8	38.5
30 years or older	7.7	62.0	30.3
Number of dependents			
None	4.6	43.8	51.6
One or more	11.7	59.6	28.7

Table 2.2b—Percentage distribution of undergraduate enrollment according to level of institution, by selected student characteristics: 1992–93—Continued

	Less-than-2-year	2-year	4 years or more
Single parent status			
Not single parent	5.1	46.7	48.1
Single parent	19.0	55.7	25.3
Income percentile ranking			
Lowest quartile	10.6	42.6	46.9
Middle quartiles	5.9	51.9	42.2
Highest quartile	2.7	45.2	52.1
Parent's education			
Less than high school diploma	11.4	60.8	27.8
High school diploma/GED*	6.4	53.8	39.9
Postsec. ed. less than bachelor's	4.5	51.5	44.0
Bachelor's or higher	2.6	37.2	60.2
Average hours worked/ week while enrolled			
Not employed	10.8	46.5	42.7
1–20 hours	3.1	37.1	59.8
21–34 hours	4.3	51.6	44.1
35 hours or more	4.2	64.1	31.6
Disability status			
Not disabled	5.3	48.2	46.5
Disabled	8.3	59.2	32.5
High school degree or equivalency status			
High school degree	4.7	46.1	49.2
GED or high school equivalent*	16.8	65.2	18.0
No high school credential	41.8	53.7	4.5

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 2.3a—Percentage distribution of undergraduate enrollment according to level and control of institution, by selected institution and education characteristics: 1992–93

	Public				Private, not-for-profit			
	Less-than 2-year	2-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Less-than-4-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Private, for-profit
Total	1.5	43.8	13.2	17.9	1.6	8.4	5.9	7.7
Undergraduate class level								
1st year-freshman	2.3	58.6	7.8	8.2	2.0	5.3	3.4	12.4
2nd year-sophomore	0.7	52.7	12.0	16.5	1.8	7.9	5.0	3.4
3rd year-junior	0.4	15.2	22.2	33.1	0.9	14.9	10.7	2.6
4th year-senior	0.2	7.7	24.9	39.2	0.6	14.0	11.4	2.1
Level unknown	6.2	57.2	7.1	5.7	2.2	4.7	2.1	14.7
Level of institution								
Less-than-2-year	24.9	0.0	0.0	0.0	2.6	0.0	0.0	72.5
2-year	0.0	92.4	0.0	0.0	3.1	0.0	0.0	4.5
4 years or more	0.0	0.0	28.4	38.5	0.0	18.1	12.7	2.4
Control of institution								
Public	2.0	57.4	17.2	23.4	0.0	0.0	0.0	0.0
Private, not-for-profit	0.0	0.0	0.0	0.0	10.2	52.8	37.0	0.0
Private, for-profit	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Cumulative grade point average								
Less than 2.0	1.4	59.0	12.0	15.3	1.2	5.6	2.1	3.5
2.0–2.9	0.6	40.2	16.9	23.8	1.3	8.7	5.8	2.8
3.0–3.49	0.3	43.5	13.0	19.8	1.9	9.2	7.7	4.5
3.5 or higher	0.9	49.4	9.3	14.0	2.2	9.7	6.2	8.3
Delayed postsecondary enrollment								
Did not delay	0.7	36.6	15.6	23.9	1.3	9.6	8.0	4.3
Delayed	2.4	52.8	10.9	11.5	1.9	7.4	3.6	9.5
Number of risk factors*								
None	0.3	16.1	18.1	33.9	1.1	13.3	13.7	3.6
One	0.8	37.5	16.2	24.3	1.4	7.8	6.0	6.1
Two	2.0	48.3	12.9	16.2	1.5	6.7	3.9	8.6
Three	1.8	58.4	10.9	10.1	1.5	7.0	3.1	7.3
Four or more	2.5	62.3	9.5	6.6	2.2	7.5	2.3	7.2
Attendance patterns 1992–93								
Full-time, full-year	0.9	19.9	18.1	29.5	1.2	12.0	11.4	7.0
Full-time, part-year	2.4	28.6	11.5	17.4	2.2	8.7	4.5	24.8
Part-time, full-year	1.2	58.4	12.5	13.1	1.6	6.7	3.5	3.0
Part-time, part-year	2.2	66.3	9.0	9.0	1.8	5.6	2.3	3.9
Undergraduate program								
Vocational certificate	9.5	39.1	4.6	3.7	4.3	3.5	0.7	34.7
Associate's degree	0.0	88.8	2.8	1.0	2.5	1.8	0.3	2.9
Bachelor's degree	0.0	0.0	26.9	40.5	0.0	17.1	13.3	2.2
Other undergraduate	4.1	60.5	8.2	8.3	0.3	2.8	3.3	12.6

Table 2.3a—Percentage distribution of undergraduate enrollment according to level and control of institution, by selected institution and education characteristics: 1992–93—Continued

	Public				Private, not-for-profit			
	Less-than 2-year	2-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Less-than-4-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Private, for-profit
Educational aspirations								
Certificate/other award	8.0	49.4	2.0	1.7	3.3	0.8	0.6	34.1
Associate's degree	4.1	78.4	2.3	1.1	2.3	1.3	0.3	10.3
Bachelor's degree	1.7	58.6	11.0	11.9	1.7	5.7	2.8	6.6
Advanced degree	0.4	32.7	17.5	25.7	1.1	10.8	8.9	2.9

*Risk factors included delayed enrollment; part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 2.3b—Percentage distribution of undergraduate enrollment according to level and control of institution, by selected student characteristics: 1992–93

	Public				Private, not-for-profit			
	Less-than 2-year	2-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Less-than-4-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Private, for-profit
Total	1.5	43.8	13.2	17.9	1.6	8.4	5.9	7.7
Gender								
Male	1.4	43.5	13.2	20.1	1.3	7.9	6.5	6.1
Female	1.6	44.3	13.1	16.2	1.8	8.8	5.4	8.7
Race–ethnicity of student								
American Indian/Alaskan Native	4.0	53.2	13.0	12.7	5.4	3.7	2.9	5.2
Asian/Pacific Islander	1.4	43.4	10.5	20.7	0.6	4.7	11.1	7.6
Black, non-Hispanic	2.5	37.6	12.8	15.5	0.8	9.9	5.1	16.0
Hispanic	2.1	49.0	12.1	10.4	1.7	9.6	4.0	11.3
White, non-Hispanic	1.4	44.7	13.5	18.5	1.8	8.2	5.7	6.2
Marital status								
Not married	1.3	39.7	14.1	20.3	1.5	8.8	6.9	7.5
Married	2.4	57.3	10.7	9.4	1.9	7.6	3.0	7.9
Divorced/separated/widowed	3.2	51.4	8.3	5.4	3.0	5.5	1.8	21.4
Dependency status								
Dependent	0.9	34.1	15.3	25.4	1.3	9.5	8.6	5.0
Independent	2.2	52.8	11.2	11.0	1.9	7.4	3.4	10.3
Income and dependency status								
Dependent								
Less than $10,000	0.7	29.0	17.3	18.4	2.1	12.5	5.1	14.9
$10,000–$19,999	0.9	38.9	14.8	19.1	1.9	11.2	5.4	7.9
$20,000–$29,999	0.8	35.7	17.3	22.3	1.1	10.7	5.6	6.4
$30,000–$39,999	1.3	43.5	13.3	20.0	1.4	7.9	5.8	6.9
$40,000–$49,999	1.6	50.6	13.3	18.1	1.2	5.8	5.3	4.2
$50,000–$59,999	0.9	26.0	18.9	33.4	1.6	8.9	7.7	2.7
$60,000–$69,999	0.6	23.5	14.3	31.2	0.7	11.8	15.9	2.0
$70,000–$79,999	0.0	20.1	13.4	31.2	1.6	14.2	17.3	2.2
$80,000–$99,999	0.3	24.8	17.3	33.1	0.3	9.6	13.4	1.4
$100,000 or more	0.2	20.5	13.6	32.7	0.8	12.0	18.6	1.7
Independent								
Less than $5,000	1.9	33.1	13.3	16.8	2.0	8.6	4.1	20.2
$5,000–$9,999	2.3	42.0	12.7	15.5	2.5	6.1	3.2	15.8
$10,000–$19,999	2.9	49.7	12.3	12.5	1.9	6.0	3.4	11.3
$20,000–$29,999	2.2	59.0	10.6	8.1	1.9	7.4	3.3	7.7
$30,000–$49,999	1.7	63.1	9.5	7.9	1.9	7.4	2.8	5.7
$50,000 or more	1.6	59.8	9.7	7.8	1.3	10.5	4.0	5.4
Age as of 12/31/92								
23 years or younger	1.0	34.6	15.0	24.2	1.4	9.1	7.9	6.9
24–29 years	1.9	49.9	12.7	13.9	1.7	6.5	3.8	9.6
30 years or older	2.5	58.3	9.9	7.9	2.1	8.2	3.0	8.1
Number of dependents								
None	1.3	40.5	14.1	20.9	1.4	8.6	6.9	6.2
One or more	2.4	55.2	10.0	7.4	2.3	7.7	2.4	12.8
Single parent status								
Not single parent	1.5	43.4	13.5	18.8	1.5	8.5	6.2	6.6
Single parent	2.7	49.4	9.0	6.6	2.7	6.7	2.0	20.9

Table 2.3b—Percentage distribution of undergraduate enrollment according to level and control of institution, by selected student characteristics: 1992–93—Continued

	Public				Private, not-for-profit			
	Less-than 2-year	2-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Less-than-4-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Private, for-profit
Income percentile ranking								
Lowest quartile	1.5	37.6	14.5	17.7	1.9	9.0	4.3	13.5
Middle quartiles	1.9	48.1	13.1	16.6	1.6	7.1	4.6	6.9
Highest quartile	1.0	43.1	11.7	18.7	1.3	10.6	9.7	3.9
Parent's education								
Less than high school diploma	3.7	56.7	10.2	7.7	2.1	6.2	2.3	11.2
High school diploma/GED*	1.9	49.6	13.2	14.3	1.8	7.7	3.7	7.8
Postsec. ed. less than bachelor's	1.2	48.4	14.1	17.7	1.6	7.0	4.3	5.7
Bachelor's or higher	0.8	35.1	14.2	25.8	1.2	9.1	10.0	3.9
Average hours worked/ week while enrolled								
Not employed	2.3	42.6	11.6	16.4	1.7	6.9	6.7	11.8
1–20 hours	0.8	34.3	15.9	24.8	1.4	9.9	8.4	4.4
21–34 hours	1.2	48.4	15.3	18.6	1.5	5.7	3.5	6.0
35 hours or more	2.1	60.7	10.3	9.4	1.8	7.2	3.1	5.4
Disability status								
Not disabled	1.5	45.0	13.4	18.1	1.6	7.9	6.0	6.6
Disabled	3.1	56.0	11.1	11.7	1.5	6.2	3.0	7.5
High school degree or equivalency status								
High school degree	1.3	42.8	13.9	19.1	1.5	8.9	6.3	6.3
GED or high school equivalent*	4.7	59.3	6.7	4.3	2.6	4.1	1.9	16.5
No high school credential	3.4	50.5	1.0	1.4	2.5	0.8	0.6	39.8

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Section 3
Degree Program and Field of Study

- As would be expected given the even distribution of undergraduates attending 2-year and 4-year institutions, similar proportions of students were enrolled in associate's and bachelor's degree programs (39 percent and 43 percent, respectively). About 14 percent of undergraduates were in programs leading to a vocational certificate (table 3.1a).

- Racial–ethnic group differences in degree programs followed the patterns found for the type of institutions undergraduates from different racial–ethnic backgrounds commonly attended. Thus, both black, non-Hispanic and Hispanic undergraduates (who were more likely to attend less-than-2-year institutions) were more likely to be enrolled in vocational certificate programs than were white, non-Hispanic students (table 3.1b).

- Hispanic students (who were less likely to attend 4-year institutions) were less likely than white, non-Hispanic students to be pursuing a bachelor's degree. The proportion of black, non-Hispanic students enrolled in bachelor's degree programs, on the other hand, did not differ significantly from that of white, non-Hispanic students (table 3.1b).

- As might be expected, younger undergraduates tended to be concentrated in bachelor's degree programs (e.g., 53 percent of students age 23 and younger were enrolled in bachelor's degree programs, compared with 26 percent of students age 30 and older); however, older students were more likely to be pursuing an associate's degree (table 3.1b).

- Business-related fields were the most common majors among 1992–93 undergraduates, with 23 percent reporting a business-related field of study; health and humanities were the next most commonly reported fields of study (14 percent and 11 percent, respectively) (table 3.2a).

- Stereotypical gender differences in fields of study were also observed. For example, women were much less likely than their male classmates to be studying computer science and engineering, and much more likely to be majoring in education and health fields (table 3.2b).

- Female undergraduates tended to have higher cumulative grade point averages than males: one-quarter had a cumulative GPA of 3.5 or higher, compared with 19 percent of males (table 3.3b).

Table 3.1a—Percentage distribution of undergraduate enrollment according to degree program, by selected institution and education characteristics: 1992–93

	Vocational certificate	Associate's degree	Bachelor's degree	Other undergraduate
Total	13.8	39.0	42.7	4.5
Undergraduate class level				
1st year-freshman	20.0	52.7	21.4	6.0
2nd year-sophomore	8.7	50.8	38.0	2.4
3rd year-junior	5.6	14.4	78.4	1.6
4th year-senior	5.1	5.5	87.2	2.3
Level unknown	39.0	30.3	9.7	21.1
Level of institution				
Less-than-2-year	88.0	0.0	0.0	12.0
2-year	14.9	79.1	0.0	6.0
4 years or more	3.7	5.1	89.1	2.1
Control of institution				
Public	10.3	47.3	37.7	4.7
Private, not-for-profit	7.2	11.1	80.0	1.8
Private, for-profit	64.8	15.1	12.4	7.6
Cumulative grade point average				
Less than 2.0	13.0	51.7	30.9	4.5
2.0–2.9	8.0	37.9	51.3	2.8
3.0–3.49	9.0	39.5	47.7	3.8
3.5 or higher	15.8	40.0	37.1	7.2
Delayed postsecondary enrollment				
Did not delay	9.0	33.1	54.2	3.7
Delayed	17.7	46.8	30.3	5.2
Number of risk factors*				
None	5.6	17.7	75.5	1.3
One	9.7	36.5	50.6	3.2
Two	14.9	43.8	36.3	5.0
Three	16.4	48.5	28.8	6.3
Four or more	18.2	53.3	22.0	6.6
Attendance patterns 1992–93				
Full-time, full-year	9.5	21.0	67.7	1.8
Full-time, part-year	25.7	29.4	40.1	4.8
Part-time, full-year	11.8	51.9	32.1	4.1
Part-time, part-year	14.8	54.6	22.5	8.1
Educational aspirations				
Certificate/other award	62.0	23.6	2.7	11.6
Associate's degree	23.4	67.8	2.7	6.1
Bachelor's degree	13.5	53.3	28.3	4.9
Advanced degree	7.0	30.1	59.6	3.3

Table 3.1a—Percentage distribution of undergraduate enrollment according to degree program, by selected institution and education characteristics: 1992–93—Continued

	Vocational certificate	Associate's degree	Bachelor's degree	Other undergraduate
Institutional type				
Public				
Less-than-2-year	87.8	0.0	0.0	12.2
2-year	12.6	81.1	0.0	6.3
4-year, nondoctorate-granting	4.6	7.9	84.8	2.7
4-year, doctorate-granting	2.8	2.0	93.2	2.0
Private, not-for-private				
Less-than-4-year	37.2	61.9	0.0	0.9
4-year, nondoctorate-granting	5.6	8.1	84.8	1.5
4-year, doctorate-granting	1.6	2.1	93.9	2.4
Private, for-profit	64.8	15.1	12.4	7.6

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 3.1b—Percentage distribution of undergraduate enrollment according to degree program, by selected student characteristics: 1992–93

	Vocational certificate	Associate's degree	Bachelor's degree	Other undergraduate
Total	13.8	39.0	42.7	4.5
Gender				
Male	12.0	38.5	45.4	4.1
Female	15.2	39.5	40.5	4.7
Race-ethnicity of student				
American Indian/Alaskan Native	14.9	51.3	31.4	2.4
Asian/Pacific Islander	11.3	37.8	47.2	3.7
Black, non-Hispanic	23.3	34.7	37.5	4.4
Hispanic	18.8	45.8	31.8	3.7
White, non-Hispanic	12.1	39.5	43.7	4.7
Marital status				
Not married	12.7	36.5	47.2	3.7
Married	17.5	47.4	28.0	7.2
Divorced/separated/widowed	26.5	51.3	17.1	5.2
Dependency status				
Dependent	8.6	33.0	55.7	2.6
Independent	18.8	44.8	30.1	6.3
Income and dependency status				
Dependent				
Less than $10,000	15.8	33.5	46.0	4.7
$10,000–$19,999	11.2	39.9	45.9	3.1
$20,000–$29,999	9.8	35.8	52.3	2.2
$30,000–$39,999	10.5	42.0	44.9	2.7
$40,000–$49,999	9.9	46.6	40.3	3.3
$50,000–$59,999	8.0	24.9	64.9	2.2
$60,000–$69,999	5.5	21.6	70.8	2.1
$70,000–$79,999	3.3	22.8	72.2	1.7
$80,000–$99,999	5.8	20.6	70.9	2.7
$100,000 or more	5.2	19.2	73.8	1.8
Independent				
Less than $5,000	22.8	31.9	40.9	4.4
$5,000–$9,999	20.9	39.6	34.6	4.8
$10,000–$19,999	19.9	43.9	30.9	5.2
$20,000–$29,999	19.2	50.1	25.4	5.3
$30,000–$49,999	15.6	50.9	25.3	8.3
$50,000 or more	14.7	45.8	30.1	9.4
Age as of 12/31/92				
23 years or younger	10.3	33.6	53.3	2.8
24–29 years	16.8	44.1	34.2	4.9
30 years or older	19.3	47.2	25.9	7.7
Number of dependents				
None	11.5	36.6	48.1	3.8
One or more	21.8	47.6	23.8	6.8

Table 3.1b—Percentage distribution of undergraduate enrollment according to degree program, by selected student characteristics: 1992–93—Continued

	Vocational certificate	Associate's degree	Bachelor's degree	Other undergraduate
Single parent status				
Not single parent	12.6	38.5	44.6	4.4
Single parent	28.4	46.0	19.9	5.8
Income percentile ranking				
Lowest quartile	17.0	36.9	42.1	4.0
Middle quartiles	14.3	43.0	38.5	4.2
Highest quartile	10.5	34.3	49.6	5.7
Parent's education				
Less than high school diploma	21.5	47.0	24.0	7.5
High school diploma/GED*	15.5	43.9	35.5	5.1
Postsec. ed. less than bachelor's	11.9	43.9	40.3	3.9
Bachelor's or higher	8.9	30.5	56.8	3.9
Average hours worked/ week while enrolled				
Not employed	19.2	36.8	39.2	4.9
1–20 hours	9.0	31.4	56.0	3.7
21–34 hours	10.0	45.8	40.7	3.5
35 hours or more	15.1	51.5	27.4	6.0
Disability status				
Not disabled	13.2	39.5	42.8	4.6
Disabled	18.6	46.0	28.7	6.6
High school degree or equivalency status				
High school degree	12.2	38.3	45.1	4.3
GED or high school equivalent*	28.0	51.8	15.0	5.3
No high school credential	49.7	37.2	3.1	10.1

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

BEST COPY AVAILABLE

Table 3.2a—Percentage distribution of undergraduate enrollment according to their major field of study, by selected institution and education characteristics: 1992–93

	Humanities	Social/ behav. sciences	Life sciences	Physical sciences	Math	Computer/ information science	Engineering	Education	Business/ management	Health	Vocational-technical	Other professional or technical
Total	11.3	8.0	5.4	1.1	0.9	4.6	6.9	10.3	22.8	13.5	5.3	10.0
Undergraduate class level												
1st year-freshman	10.9	5.2	4.5	0.8	0.9	5.6	7.0	8.2	22.1	16.2	6.9	11.9
2nd year-sophomore	12.3	8.0	6.1	1.2	0.7	3.9	7.2	10.4	23.1	14.6	4.3	8.2
3rd year-junior	10.9	12.3	6.8	1.5	1.0	2.9	6.8	12.0	24.3	9.6	3.9	8.0
4th year-senior	11.0	13.0	6.5	1.7	1.3	3.1	7.2	13.6	23.6	8.1	2.6	8.4
Level unknown	12.4	3.0	2.9	0.9	0.7	9.1	4.5	13.8	20.5	11.9	8.1	12.3
Level of institution												
Less-than-2-year	4.6	0.5	1.4	0.1	0.1	5.2	4.7	1.8	21.6	14.4	9.9	35.7
2-year	12.1	4.4	3.8	0.7	0.8	5.9	7.0	8.8	23.2	17.9	7.0	8.6
4 years or more	11.4	12.5	7.5	1.7	1.1	3.3	7.2	12.8	22.6	9.1	3.0	7.9
Control of institution												
Public	11.2	7.6	5.7	1.2	1.0	4.6	7.4	11.1	21.9	14.6	5.5	8.3
Private, not-for-profit	12.5	13.3	6.7	1.2	1.1	3.3	4.9	11.0	26.1	9.8	3.2	6.9
Private, for-profit	9.2	0.5	0.5	0.1	0.1	6.9	6.6	1.5	24.4	10.2	7.4	32.9
Cumulative grade point average												
Less than 2.0	10.7	7.1	4.4	1.2	0.9	6.1	7.4	9.6	24.0	12.8	6.9	8.8
2.0–2.9	10.6	9.8	6.2	1.1	0.8	3.6	7.5	10.3	23.2	12.9	5.0	9.1
3.0–3.49	12.8	8.3	5.9	1.3	1.0	3.7	6.6	11.0	21.8	14.6	4.2	8.8
3.5 or higher	12.8	7.3	5.4	1.1	1.0	5.6	6.1	11.2	22.3	13.7	4.8	8.9
Delayed postsecondary enrollment												
Did not delay	11.5	9.5	6.9	1.4	1.1	3.7	6.9	11.9	21.7	12.1	4.1	9.3
Delayed	10.8	6.4	3.7	0.9	0.7	5.9	7.2	8.2	24.7	15.4	6.4	9.9
Number of risk factors*												
None	11.6	12.3	9.1	1.8	1.2	2.5	7.9	11.5	19.8	9.1	3.6	9.8
One	12.9	9.8	6.5	1.2	0.8	3.6	7.3	11.1	20.9	10.7	5.1	10.4
Two	11.2	7.2	4.9	0.8	0.8	5.2	8.0	10.2	20.9	13.9	6.4	10.5
Three	11.6	5.8	3.9	0.9	1.1	6.2	6.1	10.0	25.0	15.9	5.0	8.4
Four or more	8.9	4.9	2.7	0.8	0.8	6.4	5.9	8.8	27.7	18.6	5.6	8.8

Table 3.2a—Percentage distribution of undergraduate enrollment according to their major field of study, by selected institution and education characteristics: 1992–93—Continued

	Humanities	Social/ behav. sciences	Life sciences	Physical sciences	Math	Computer/ information science	Engineering	Education	Business/ management	Health	Vocational-technical	Other professional or technical
Attendance patterns 1992-93												
Full-time, full-year	11.1	11.2	7.7	1.5	1.0	3.1	8.0	11.1	19.9	10.4	4.4	10.4
Full-time, part-year	9.7	7.3	4.5	0.8	0.7	4.2	6.3	8.3	23.3	12.6	7.8	14.7
Part-time, full-year	11.4	6.5	4.4	1.0	0.9	5.2	6.7	9.7	24.0	17.2	4.9	8.2
Part-time, part-year	12.3	5.7	3.9	0.9	1.0	6.2	6.2	10.8	24.8	14.2	5.5	8.8
Undergraduate program												
Vocational certificate	6.7	2.0	2.4	0.5	0.5	5.8	6.7	7.6	19.9	17.3	9.2	21.5
Associate's degree	12.6	5.1	4.1	0.7	0.8	5.2	6.8	8.1	24.1	18.3	6.2	7.9
Bachelor's degree	11.4	13.2	8.0	1.7	1.1	3.1	7.4	12.8	22.7	8.1	2.8	7.9
Other undergraduate	8.9	4.4	4.7	0.7	0.6	6.8	5.9	10.3	20.5	15.6	8.1	13.4
Educational aspirations												
Certificate/other award	8.9	0.7	2.1	0.0	1.5	5.6	5.4	5.9	16.9	12.4	14.0	26.8
Associate's degree	9.1	1.5	2.2	0.3	0.5	7.4	6.3	5.3	29.5	18.7	9.5	9.6
Bachelor's degree	10.2	4.5	3.5	0.8	0.7	4.9	7.6	8.3	27.3	16.1	6.3	9.9
Advanced degree	10.8	11.4	7.8	1.6	1.2	3.8	6.7	13.8	19.6	12.7	3.0	7.6
Institutional type												
Public												
Less-than-2-year	3.2	0.8	4.1	0.1	0.2	8.8	8.9	2.7	29.6	21.8	12.6	7.3
2-year	12.2	4.6	4.0	0.7	0.9	5.6	6.7	9.3	22.7	18.2	6.9	8.2
4-year, nondoctorate-granting	10.3	11.4	7.0	1.6	1.4	3.3	5.5	15.7	22.9	9.6	4.1	7.2
4-year, doctorate-granting	10.5	12.5	8.7	2.0	0.9	3.0	10.2	12.4	18.8	9.3	2.5	9.2
Private, not-for-profit												
Less-than-4-year	12.4	3.8	1.7	0.3	0.1	3.0	4.8	5.7	29.6	21.2	8.4	9.0
4-year, nondoctorate-granting	11.5	13.5	6.6	1.1	1.0	3.7	2.0	13.9	29.4	8.4	3.7	5.2
4-year, doctorate-granting	14.1	15.6	8.1	1.6	1.5	2.9	9.2	8.2	20.4	8.7	1.2	8.7
Private, for-profit	9.2	0.5	0.5	0.1	0.1	6.9	6.6	1.5	24.4	10.2	7.4	32.9

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992-93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 3.2b—Percentage distribution of undergraduate enrollment according to their major field of study, by selected student characteristics: 1992–93

	Humanities	Social/ behav. sciences	Life sciences	Physical sciences	Math	Computer/ information science	Engineering	Education	Business/ management	Health	Vocational-technical	Other professional or technical
Total	11.3	8.0	5.4	1.1	0.9	4.6	6.9	10.3	22.8	13.5	5.3	10.0
Gender												
Male	10.7	7.8	5.8	1.7	1.2	6.2	13.3	6.6	22.8	6.4	9.8	7.9
Female	11.8	8.2	5.1	0.7	0.7	3.4	1.9	13.2	22.7	19.0	1.7	11.7
Race-ethnicity of student												
American Indian/ Alaskan Native	9.5	7.6	6.3	0.8	1.3	3.6	5.2	8.4	24.1	18.2	9.0	6.1
Asian/Pacific Islander	10.6	7.3	6.7	0.8	1.5	7.8	11.2	5.5	24.5	14.3	2.6	7.2
Black, non-Hispanic	7.7	7.7	4.4	0.5	0.7	7.3	5.8	9.2	22.7	16.0	4.4	13.9
Hispanic	10.3	6.9	3.9	1.2	1.1	4.5	6.0	12.8	25.3	10.9	6.6	10.6
White, non-Hispanic	11.9	8.0	5.7	1.2	0.9	4.1	7.0	10.5	22.4	13.4	5.4	9.6
Marital status												
Not married	11.8	8.8	6.2	1.2	1.0	4.3	7.3	9.9	22.0	11.7	5.3	10.5
Married	8.7	4.9	3.3	0.8	0.9	6.2	6.2	12.1	24.9	18.8	5.4	8.0
Divorced/separated/ widowed	11.6	6.5	1.5	0.7	0.2	3.0	2.3	8.0	23.2	21.5	5.6	15.9
Dependency status												
Dependent	11.9	10.3	7.4	1.4	1.0	3.4	7.5	10.7	21.1	10.3	5.0	10.2
Independent	10.7	5.8	3.6	0.9	0.8	5.8	6.4	9.9	24.4	16.4	5.5	9.9
Income and dependency status												
Dependent												
Less than $10,000	9.1	8.9	5.7	1.2	1.1	4.5	8.2	9.4	22.9	11.0	6.3	11.9
$10,000–$19,999	11.4	8.1	6.1	1.4	1.1	4.3	7.1	10.2	22.0	11.2	6.2	11.0
$20,000–$29,999	9.8	9.5	6.9	1.5	1.2	4.1	7.5	11.0	22.0	11.4	5.4	9.8
$30,000–$39,999	11.2	9.0	5.7	1.0	0.9	4.2	7.4	10.5	21.6	10.9	6.8	10.9
$40,000–$49,999	12.0	8.5	6.2	1.3	1.2	3.7	6.3	12.2	19.9	13.9	4.8	10.0
$50,000–$59,999	10.0	9.9	8.3	1.8	0.8	3.0	7.9	12.1	22.0	8.2	4.4	11.4
$60,000–$69,999	13.5	12.1	10.5	1.2	1.0	2.8	8.2	10.6	17.8	10.4	4.1	8.0
$70,000–$79,999	12.4	13.7	10.4	1.5	1.2	1.8	7.2	11.3	17.3	8.0	5.7	9.6
$80,000–$99,999	12.5	13.2	8.2	1.2	1.1	1.8	7.9	12.8	19.3	8.4	5.2	8.5
$100,000 or more	13.5	14.9	10.6	2.1	0.9	1.9	8.0	7.6	22.4	6.5	2.7	8.9

Table 3.2b—Percentage distribution of undergraduate enrollment according to their major field of study, by selected student characteristics: 1992–93—Continued

	Humanities	Social/ behav. sciences	Life sciences	Physical sciences	Math	Computer/ information science	Engineering	Education	Business/ management	Health	Vocational-technical	Other professional or technical
Income and dependency status (continued)												
Independent												
Less than $5,000	11.0	7.2	5.4	0.7	0.8	4.4	5.0	10.0	19.5	13.4	5.8	16.8
$5,000–$9,999	11.6	7.7	4.4	0.8	0.6	4.5	6.3	8.9	21.2	15.2	5.5	13.5
$10,000–$19,999	10.3	6.3	3.6	0.9	0.8	5.6	7.1	9.6	24.4	16.7	5.3	9.3
$20,000–$29,999	11.4	4.6	3.1	1.2	1.1	5.9	7.0	10.2	25.3	15.1	6.2	9.0
$30,000–$49,999	10.7	4.9	2.7	0.6	0.8	7.1	6.8	10.8	25.9	17.4	5.2	7.2
$50,000 or more	9.2	4.9	3.5	1.2	1.0	6.0	4.9	9.4	28.3	20.2	5.2	6.4
Age as of 12/31/92												
23 years or younger	11.8	9.7	7.1	1.3	1.0	3.4	7.3	10.5	21.2	10.9	5.1	10.8
24–29 years	9.6	6.5	3.5	1.1	0.9	5.2	8.1	9.9	23.7	15.2	6.7	9.8
30 years or older	11.4	5.4	3.3	0.8	0.9	6.7	5.4	10.0	25.4	17.5	4.8	8.5
Number of dependents												
None	12.2	9.0	6.2	1.3	0.9	4.4	7.5	10.0	22.3	11.3	5.2	9.7
One or more	7.9	4.6	3.0	0.4	0.9	5.3	5.1	11.0	24.4	21.0	5.4	11.0
Single parent status												
Not single parent	11.5	8.2	5.6	1.2	0.9	4.6	7.3	10.5	22.7	12.7	5.3	9.5
Single parent	8.6	5.6	3.2	0.4	1.0	4.5	3.1	7.8	23.7	21.7	4.5	16.0
Income percentile ranking												
Lowest quartile	10.8	8.2	5.4	1.0	0.9	4.4	6.7	9.9	21.3	12.9	5.7	12.9
Middle quartiles	11.0	7.3	4.9	1.2	0.9	4.9	6.9	10.6	23.1	14.0	5.5	9.8
Highest quartile	11.4	8.6	6.4	1.2	1.0	4.6	7.0	10.3	23.6	13.8	4.7	7.5
Parent's education												
Less than high school diploma	8.9	6.2	2.7	0.7	0.9	6.6	6.6	9.8	24.8	17.9	5.2	9.7
High school diploma/ GED*	9.4	6.4	4.4	0.8	0.9	5.2	6.8	10.7	24.4	15.8	5.9	9.4
Postsec. ed. less than bachelor's	10.7	8.0	5.9	1.2	0.9	4.3	6.5	10.1	21.3	15.2	6.1	9.8
Bachelor's or higher	12.4	10.0	7.8	1.7	1.1	3.9	7.2	11.9	20.8	10.7	3.8	8.7
Average hours worked/ week while enrolled												
Not employed	12.3	7.5	5.6	1.0	0.9	4.8	6.5	11.3	19.2	15.6	4.4	10.9
1–20 hours	11.4	9.6	7.6	1.4	1.1	3.1	6.4	12.7	18.9	13.8	3.7	10.4
21–34 hours	10.9	8.6	5.1	1.0	0.9	4.3	5.4	11.6	22.4	15.8	5.3	8.8
35 hours or more	9.5	5.9	3.6	1.1	1.0	6.5	7.0	8.9	28.9	13.5	6.6	7.5

Table 3.2b—Percentage distribution of undergraduate enrollment according to their major field of study, by selected student characteristics: 1992–93—Continued

	Humanities	Social/behav. sciences	Life sciences	Physical sciences	Math	Computer/information science	Engineering	Education	Business/management	Health	Vocational–technical	Other professional or technical
Disability status												
Not disabled	10.6	7.8	5.7	1.2	1.0	4.7	6.8	11.0	22.8	14.0	5.1	9.3
Disabled	11.9	7.2	4.8	1.2	0.6	6.2	6.9	9.4	21.9	12.4	6.4	11.1
High school degree or equivalency status												
High school degree	11.3	8.3	5.6	1.2	1.0	4.5	7.1	10.5	22.9	13.2	5.0	9.5
GED or high school equivalent*	9.9	5.3	3.2	0.2	0.8	7.1	4.0	6.7	26.1	17.9	6.9	11.9
No high school credential	9.8	4.0	3.5	0.0	0.1	3.9	4.5	9.0	11.4	15.8	10.2	27.9

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 3.3a—Percentage distribution of undergraduates according to their cumulative grade point average, by selected institution and education characteristics: 1992–93

	Less than 2.0	2.0–2.9	3.0–3.49	3.5 or higher
Total	15.3	39.2	23.3	22.2
Undergraduate class level				
1st year-freshman	22.4	33.1	20.6	23.9
2nd year-sophomore	12.1	44.5	24.3	19.2
3rd year-junior	9.3	46.9	25.3	18.6
4th year-senior	5.3	46.0	27.9	20.8
Level unknown	17.4	18.3	22.1	42.1
Level of institution				
Less-than-2-year	13.8	21.8	20.7	43.7
2-year	19.2	34.1	22.3	24.4
4 years or more	11.4	45.5	24.5	18.6
Control of institution				
Public	16.9	40.2	22.4	26.5
Private, not-for-profit	8.5	38.6	27.6	25.2
Private, for-profit	11.9	24.1	23.3	40.7
Delayed postsecondary enrollment				
Did not delay	14.4	42.5	23.1	20.1
Delayed	16.2	35.0	23.8	25.0
Number of risk factors*				
None	11.6	47.5	25.8	15.1
One	18.7	46.9	21.0	13.4
Two	18.4	41.6	20.4	19.6
Three	13.7	31.5	24.5	30.4
Four or more	14.4	28.6	24.3	32.6
Attendance patterns 1992–93				
Full-time, full-year	9.6	47.2	26.0	17.3
Full-time, part-year	21.4	36.4	20.8	21.5
Part-time, full-year	13.4	39.3	23.2	24.1
Part-time, part-year	21.7	30.5	21.2	26.5
Undergraduate program				
Vocational certificate	18.1	30.1	19.8	32.1
Associate's degree	18.9	37.1	22.7	21.3
Bachelor's degree	10.4	46.3	25.2	18.2
Other undergraduate	15.8	26.0	21.2	36.9
Educational aspirations				
Certificate/other award	20.5	22.7	23.2	33.6
Associate's degree	22.6	30.6	21.1	25.7
Bachelor's degree	18.3	38.4	22.3	20.9
Advanced degree	11.4	40.3	25.0	23.3

BEST COPY AVAILABLE

Table 3.3a—Percentage distribution of undergraduates according to their cumulative grade point average, by selected institution and education characteristics: 1992–93—Continued

	Less than 2.0	2.0–2.9	3.0–3.49	3.5 or higher
Institutional type				
Public				
Less-than-2-year	29.1	33.3	11.1	26.6
2-year	19.7	34.4	22.1	23.9
4-year, nondoctorate-granting	13.6	48.9	22.3	15.2
4-year, doctorate-granting	12.1	48.1	23.8	16.0
Private, not-for-profit				
Less-than-4-year	11.1	30.6	28.1	30.2
4-year, nondoctorate-granting	10.1	39.7	25.0	25.2
4-year, doctorate-granting	5.5	39.3	31.3	23.9
Private, for-profit	11.9	24.1	23.3	40.7

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 3.3b—Percentage distribution of undergraduates according to their cumulative grade point average, by selected student characteristics: 1992–93

	Less than 2.0	2.0–2.9	3.0–3.49	3.5 or higher
Total	15.3	39.2	23.3	22.2
Gender				
Male	17.4	42.4	21.5	18.7
Female	13.6	36.6	24.8	25.0
Race-ethnicity of student				
American Indian/Alaskan Native	23.9	35.7	23.9	16.5
Asian/Pacific Islander	14.5	38.6	25.4	21.5
Black, non-Hispanic	26.4	44.4	16.4	12.9
Hispanic	20.6	44.1	20.6	14.7
White, non-Hispanic	13.5	38.0	24.3	24.2
Marital status				
Not married	16.5	42.8	22.9	17.9
Married	11.3	27.0	24.8	36.9
Divorced/separated/widowed	20.1	31.2	21.7	27.0
Dependency status				
Dependent	17.6	46.5	22.4	13.5
Independent	13.2	32.3	24.1	30.5
Income and dependency status				
Dependent				
Less than $10,000	22.7	46.9	17.8	12.6
$10,000–$19,999	24.6	44.4	20.7	10.3
$20,000–$29,999	18.4	48.3	20.0	13.3
$30,000–$39,999	18.5	46.1	21.7	13.7
$40,000–$49,999	21.5	44.8	20.4	13.3
$50,000–$59,999	14.4	46.5	24.4	14.6
$60,000–$69,999	12.6	46.9	24.6	16.0
$70,000–$79,999	13.6	44.8	24.7	17.0
$80,000–$99,999	13.5	47.7	24.1	14.7
$100,000 or more	12.8	45.7	27.0	14.5
Independent				
Less than $5,000	16.1	42.5	23.6	17.7
$5,000–$9,999	18.1	44.5	20.5	16.9
$10,000–$19,999	15.2	37.0	24.2	23.5
$20,000–$29,999	11.5	30.3	26.7	31.6
$30,000–$49,999	10.3	23.8	23.8	42.1
$50,000 or more	9.3	19.8	25.0	45.9
Age as of 12/31/92				
23 years or younger	17.8	45.9	22.5	14.0
24–29 years	14.2	38.4	24.4	23.1
30 years or older	11.0	26.1	24.4	38.5
Number of dependents				
None	15.8	41.8	23.4	19.0
One or more	13.4	29.7	23.0	33.9

Table 3.3b—Percentage distribution of undergraduates according to their cumulative grade point average, by selected student characteristics: 1992–93—Continued

	Less than 2.0	2.0–2.9	3.0–3.49	3.5 or higher
Single parent status				
Not single parent	15.1	39.5	23.4	22.1
Single parent	18.8	35.7	22.1	23.3
Income percentile ranking				
Lowest quartile	19.5	44.7	20.9	14.9
Middle quartiles	15.3	38.7	23.5	22.4
Highest quartile	11.1	33.1	25.1	30.7
Parent's education				
Less than high school diploma	16.4	34.7	22.9	26.0
High school diploma/GED*	15.3	36.1	23.0	25.6
Postsec. ed. less than bachelor's	16.3	40.8	22.7	20.1
Bachelor's or higher	13.5	39.9	24.8	21.8
Average hours worked/ week while enrolled				
Not employed	14.1	37.2	24.0	24.7
1–20 hours	14.1	41.8	24.5	19.6
21–34 hours	16.7	45.2	20.8	17.2
35 hours or more	16.3	31.4	23.8	28.6
Disability status				
Not disabled	14.8	38.0	23.7	23.5
Disabled	19.1	37.3	21.7	21.9
High school degree or equivalency status				
High school degree	15.0	39.6	23.4	22.0
GED or high school equivalent*	20.9	32.0	23.3	23.8
No high school credential	17.5	37.4	18.2	27.0

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Section 4
Student Characteristics

Gender

- In 1992–93, more women than men were enrolled in postsecondary education (55 percent and 45 percent, respectively). However, the gender distribution varied according to the length of the program offering of the institution: the shorter the program offering, the higher the proportion of women. For example, 69 percent of undergraduates in less-than-2-year institutions were women, compared with 56 percent in 2-year institutions and 53 percent in 4-year institutions (table 4.1a).

- Among older undergraduates (i.e., age 30 or older), nearly two-thirds (63 percent) were women. Similarly, among independent students (most of whom, by definition, are age 24 or older), 59 percent were women, compared with 51 percent of dependent students (table 4.1b).

- Given the age differences between male and female undergraduates, students with characteristics associated with being older, such as having been married and having dependents, were also more likely to be women (table 4.1b).

- Undergraduates with the least educated parents (i.e., neither parent graduated from high school) were more likely to be women than were students whose parents had more education (table 4.1b).

Age

- Slightly more than half of 1992–93 undergraduates (55 percent) were age 23 or younger, while more than one-quarter (28 percent) were age 30 or older (table 4.2a).

- Given the family and work responsibilities associated with being older, it is not surprising to see that undergraduates in institutions with short-term program offerings (i.e., those in 2-year and less-than-2-year institutions) were more commonly age 30 or older (36 percent and 34 percent, respectively), compared with students in 4-year institutions (18 percent were age 30 or older). Similarly, students pursuing vocational certificates and associate's degrees were more likely to be older than those in bachelor's degree programs (table 4.2a).

- Women undergraduates were much more likely than men to be age 30 or older (32 percent versus 23 percent) (table 4.2b).

- Racial–ethnic group differences were also apparent relative to age. For example, about twice the percentage of American Indian/Alaskan Native undergraduates were age 30 or older (34 percent) than were Asian/Pacific Islanders (17 percent) (table 4.2b).

- Undergraduates with the least educated parents also tended to be older: 55 percent of students whose parents had less than a high school diploma were age 30 or older, compared with 17 percent of students whose parents were college graduates (table 4.2b).

Income[33]

- In 1992–93, the percentage of students in the low income quartile was similar for public and private, not-for-profit institutions (24 percent). In contrast, 44 percent of students in private, for-profit institutions were in the lowest income quartile (table 4.3a).

- Undergraduates in public institutions, on the other hand, were more likely than those in private, not-for-profit institutions to be in the middle income quartile (52 percent versus 42 percent), and less likely to be in the higher income quartile (24 percent versus 34 percent) (table 4.3a).

- Racial–ethnic group differences were also found according to income distribution: black, non-Hispanic; Hispanic; and Asian/Pacific Islander students were all more likely to be in the lowest income quartile than were white, non-Hispanic students (the sample for American Indians/Alaskan Natives was too small to find statistical significance) (table 4.3b).

- Approximately 18 percent of dependent students attending private, for-profit institutions were from families with incomes under $10,000, compared with about 6 percent in either public or private, not-for-profit institutions with the same income (table 4.4a).

- Among dependent undergraduates, black, non-Hispanic and Hispanic students were about three times as likely to be from families with incomes under $10,000 than were white, non-Hispanic students (table 4.4b).

- Single parents were also particularly likely to have low incomes: nearly one-quarter (23 percent) had incomes under $5,000, compared with 10 percent of other (independent) students (table 4.5b).

Race–Ethnicity, Citizenship

- Approximately one-quarter of 1992–93 undergraduates were non-white or Hispanic students, including 10 percent black, non-Hispanic; 8 percent Hispanic; 4 percent Asian/Pacific Islander; and about 1 percent American Indian/Alaskan Native (table 4.6a).

- Students in less-than-2-year institutions were about twice as likely as those in 4-year institutions to be black, non-Hispanic (22 percent versus 10 percent) (table 4.6a).

- Undergraduates with the most limited financial resources (i.e., those in the lowest income quartile) were three times as likely to be black, non-Hispanic and about twice as likely to be Hispanic, compared with students in the highest income quartile (table 4.6b).

- In 1992–93, approximately 6 percent of undergraduates were not U.S. citizens, but most were permanent residents (4 percent) (table 4.7a).

---

[33]Income percentile rankings are calculated separately for dependents (using parents' income) and independents (using students' income).

Marital Status

- About three-quarters of 1992–93 undergraduates had never been married. Students in less-than-4-year institutions (who are more likely to be older) were more likely to be married (about 30 percent) than were students in 4-year colleges or universities (18 percent) (table 4.8a).

- Due in part to their being older, it was more common for women undergraduates to be married (or to have been married in the past) than it was for men (table 4.8b).

Local Residency

- In 1992–93, most undergraduates (59 percent) lived off campus, not with their parents or relatives; 13 percent lived on campus; and 28 percent lived with their parents or relatives (table 4.9a).

- Students in 4-year private, not-for-profit institutions were more likely to live on campus than students in public 4-year institutions. For example, 38 percent of undergraduates in private, not-for-profit doctorate-granting universities lived on campus, compared with 23 percent of those in public doctorate-granting universities (table 4.9a).

Table 4.1a—Gender distribution of undergraduates, by selected institution and education characteristics: 1992–93

	Male	Female
Total	44.5	55.5
Undergraduate class level		
1st year-freshman	43.8	56.2
2nd year-sophomore	44.8	55.3
3rd year-junior	44.5	55.5
4th year-senior	47.6	52.4
Level unknown	38.7	61.3
Level of institution		
Less-than-2-year	30.6	69.4
2-year	44.1	55.9
4 years or more	46.7	53.3
Control of institution		
Public	45.5	54.6
Private, not-for-profit	43.9	56.1
Private, for-profit	36.1	63.9
Cumulative grade point average		
Less than 2.0	51.1	48.9
2.0–2.9	48.7	51.3
3.0–3.49	41.5	58.5
3.5 or higher	37.9	62.1
Delayed postsecondary enrollment		
Did not delay	44.9	55.1
Delayed	44.1	55.9
Number of risk factors*		
None	46.6	53.4
One	50.6	49.4
Two	48.7	51.3
Three	42.7	57.3
Four or more	35.7	64.3
Attendance patterns 1992–93		
Full-time, full-year	47.4	52.6
Full-time, part-year	46.5	53.5
Part-time, full-year	41.8	58.2
Part-time, part-year	42.8	57.2
Undergraduate program		
Vocational certificate	38.9	61.1
Associate's degree	44.1	55.9
Bachelor's degree	47.6	52.4
Other undergraduate	41.5	58.6

Table 4.1a—Gender distribution of undergraduates, by selected institution and education characteristics: 1992–93—Continued

	Male	Female
Educational aspirations		
Certificate/other award	37.8	62.2
Associate's degree	41.5	58.5
Bachelor's degree	45.4	54.6
Advanced degree	46.0	54.0
Institutional type		
Public		
Less-than-2-year	41.2	58.8
2-year	44.0	56.0
4-year, nondoctorate-granting	44.6	55.4
4-year, doctorate-granting	49.9	50.1
Private, not-for-profit		
Less-than-4-year	36.5	63.5
4-year, nondoctorate-granting	41.7	58.3
4-year, doctorate-granting	49.0	51.0
Private, for-profit	36.1	63.9

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.1b—Gender distribution of undergraduates, by selected student characteristics: 1992–93

	Male	Female
Total	44.5	55.5
Race–ethnicity of student		
American Indian/Alaskan Native	39.1	60.9
Asian/Pacific Islander	50.0	50.0
Black, non-Hispanic	37.9	62.1
Hispanic	44.9	55.1
White, non-Hispanic	45.0	55.1
Marital status		
Not married	46.9	53.1
Married	38.7	61.3
Divorced/separated/widowed	21.5	78.5
Dependency status		
Dependent	48.6	51.4
Independent	40.7	59.3
Income and dependency status		
Dependent		
Less than $10,000	42.4	57.6
$10,000–$19,999	44.4	55.6
$20,000–$29,999	46.5	53.5
$30,000–$39,999	48.3	51.7
$40,000–$49,999	48.0	52.0
$50,000–$59,999	50.2	49.8
$60,000–$69,999	51.6	48.4
$70,000–$79,999	50.9	49.1
$80,000–$99,999	52.9	47.1
$100,000 or more	53.2	46.8
Independent		
Less than $5,000	38.9	61.1
$5,000–$9,999	40.8	59.3
$10,000–$19,999	43.1	56.9
$20,000–$29,999	42.3	57.7
$30,000-$49,999	39.5	60.5
$50,000 or more	37.5	62.5
Age as of 12/31/92		
23 years or younger	47.5	52.5
24–29 years	47.4	52.6
30 years or older	36.9	63.1
Number of dependents		
None	48.4	51.7
One or more	31.0	69.0
Single parent status		
Not single parent	46.8	53.2
Single parent	16.9	83.1

Table 4.1b—Gender distribution of undergraduates, by selected student characteristics: 1992–93—Continued

	Male	Female
Income percentile ranking		
Lowest quartile	42.3	57.7
Middle quartiles	45.3	54.7
Highest quartile	44.7	55.3
Parent's education		
Less than high school diploma	36.2	63.8
High school diploma/GED*	43.2	56.8
Postsec. ed. less than bachelor's	42.8	57.2
Bachelor's or higher	50.0	50.0
Average hours worked/ week while enrolled		
Not employed	37.8	62.2
1–20 hours	42.8	57.2
21–34 hours	45.5	54.5
35 hours or more	48.3	51.7
Disability status		
Not disabled	44.3	55.8
Disabled	53.0	47.0
High school degree or equivalency status		
High school degree	44.7	55.3
GED or high school equivalent*	42.0	58.0
No high school credential	39.5	60.5

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.2a—Age distribution of undergraduates, by selected institution and education characteristics: 1992–93

	23 years or younger	24–29 years	30 years or older
Total	55.1	17.1	27.8
Undergraduate class level			
1st year-freshman	55.2	15.9	28.9
2nd year-sophomore	56.5	16.8	26.8
3rd year-junior	64.4	14.8	20.8
4th year-senior	55.3	21.5	23.2
Level unknown	18.6	22.7	58.7
Level of institution			
Less-than-2-year	44.4	21.3	34.3
2-year	44.2	19.5	36.3
4 years or more	67.7	14.2	18.1
Control of institution			
Public	53.9	17.6	28.5
Private, not-for-profit	63.8	13.0	23.3
Private, for-profit	49.6	21.3	29.1
Cumulative grade point average			
Less than 2.0	64.6	15.9	19.5
2.0–2.9	65.1	16.8	18.0
3.0–3.49	53.7	18.0	28.3
3.5 or higher	35.1	17.9	47.1
Delayed postsecondary enrollment			
Did not delay	71.5	12.7	15.8
Delayed	34.9	22.6	42.6
Number of risk factors*			
None	100.0	0.0	0.0
One	91.6	6.0	2.5
Two	55.1	24.8	20.0
Three	17.4	34.5	48.1
Four or more	10.3	24.4	65.3
Attendance patterns 1992–93			
Full-time, full-year	79.8	10.1	10.1
Full-time, part-year	62.1	17.0	20.9
Part-time, full-year	42.2	21.1	36.8
Part-time, part-year	34.7	21.8	43.4
Undergraduate program			
Vocational certificate	42.0	20.8	37.2
Associate's degree	48.5	19.3	32.2
Bachelor's degree	70.2	13.7	16.1
Other undergraduate	35.6	18.8	45.7

Table 4.2a—Age distribution of undergraduates, by selected institution and education characteristics: 1992–93—Continued

	23 years or younger	24–29 years	30 years or older
Educational aspirations			
Certificate/other award	31.7	15.6	52.7
Associate's degree	44.5	15.0	40.5
Bachelor's degree	49.7	17.8	32.5
Advanced degree	61.6	16.3	22.1
Institutional type			
Public			
Less-than-2-year	34.2	20.7	45.1
2-year	43.6	19.5	36.9
4-year, nondoctorate-granting	62.6	16.5	20.8
4-year doctorate-granting	74.5	13.3	12.3
Private, not-for-profit			
Less-than-4-year	45.9	18.1	36.1
4-year, nondoctorate-granting	59.7	13.2	27.1
4-year, doctorate-granting	74.5	11.2	14.3
Private, for-profit	49.6	21.3	29.1

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.2b—Age distribution of undergraduates, by selected student characteristics: 1992–93

	23 years or younger	24–29 years	30 years or older
Total	55.1	17.1	27.8
Gender			
Male	58.8	18.2	23.0
Female	52.2	16.2	31.6
Race–ethnicity of student			
American Indian/Alaskan Native	38.6	27.6	33.9
Asian/Pacific Islander	65.1	18.5	16.5
Black, non-Hispanic	52.8	19.1	28.0
Hispanic	58.0	17.8	24.2
White, non-Hispanic	54.4	16.7	28.9
Marital status			
Not married	67.6	16.3	16.1
Married	13.4	22.5	64.2
Divorced/separated/widowed	16.1	23.2	60.7
Dependency status			
Dependent	100.0	0.0	0.0
Independent	13.8	32.9	53.3
Income and dependency status			
Independent			
Less than $5,000	39.4	34.9	25.8
$5,000–$9,999	30.4	39.0	30.6
$10,000–$19,999	15.7	48.9	35.4
$20,000–$29,999	5.8	34.8	59.4
$30,000–$49,999	2.7	21.3	76.0
$50,000 or more	1.2	12.8	86.0
Number of dependents			
None	67.2	16.0	16.9
One or more	13.8	21.2	65.0
Single parent status			
Not single parent	57.7	16.6	25.8
Single parent	24.3	24.1	51.6
Income percentile ranking			
Lowest quartile	64.0	20.7	15.3
Middle quartiles	51.8	21.3	26.9
Highest quartile	46.6	7.7	45.7
Parent's education			
Less than high school diploma	28.1	16.8	55.0
High school diploma/GED*	48.0	18.1	33.9
Postsec. ed. less than bachelor's	62.7	16.0	21.4
Bachelor's or higher	68.0	14.6	17.4

Table 4.2b—Age distribution of undergraduates, by selected student characteristics: 1992–93—Continued

	23 years or younger	24–29 years	30 years or older
Average hours worked/ week while enrolled			
Not employed	51.3	14.8	33.9
1–20 hours	76.1	10.4	13.5
21–34 hours	68.3	15.1	16.6
35 hours or more	29.8	24.6	45.6
Disability status			
Not disabled	55.7	16.6	27.7
Disabled	37.8	15.2	47.0
High school degree or equivalency status			
High school degree	56.8	16.8	26.4
GED or high school equivalent*	28.2	21.6	50.2
No high school credential	46.2	18.7	35.1

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.3a—Percentage distribution of undergraduates according to their income percentile ranking, by selected institution and education characteristics: 1992–93

	Lowest quartile	Middle quartiles	Highest quartile
Total	25.4	49.6	25.0
Undergraduate class level			
1st year-freshman	26.4	51.4	22.3
2nd year-sophomore	23.9	51.0	25.1
3rd year-junior	26.6	46.7	26.7
4th year-senior	26.1	45.4	28.5
Level unknown	16.4	45.4	38.2
Level of institution			
Less-than-2-year	42.5	46.6	10.9
2-year	22.6	53.7	23.6
4 years or more	26.0	45.6	28.4
Control of institution			
Public	23.7	51.8	24.4
Private, not-for-profit	24.4	41.5	34.1
Private, for-profit	43.8	43.8	12.4
Cumulative grade point average			
Less than 2.0	31.6	49.8	18.6
2.0–2.9	28.6	49.6	21.8
3.0–3.49	22.3	50.2	27.5
3.5 or higher	16.3	49.1	34.6
Delayed postsecondary enrollment			
Did not delay	22.8	49.3	28.0
Delayed	27.0	50.6	22.5
Number of risk factors*			
None	21.4	47.1	31.6
One	30.8	49.7	19.5
Two	35.1	51.4	13.5
Three	20.5	55.5	24.0
Four or more	17.6	47.1	35.3
Attendance patterns 1992–93			
Full-time, full-year	29.5	44.8	25.7
Full-time, part-year	37.5	47.4	15.1
Part-time, full-year	20.4	53.6	26.0
Part-time, part-year	18.9	52.6	28.5
Undergraduate program			
Vocational certificate	30.8	50.8	18.4
Associate's degree	23.9	54.5	21.6
Bachelor's degree	25.5	45.5	29.1
Other undergraduate	22.6	46.2	31.2

Table 4.3a—Percentage distribution of undergraduates according to their income percentile ranking, by selected institution and education characteristics: 1992–93—Continued

	Lowest quartile	Middle quartiles	Highest quartile
Educational aspirations			
Certificate/other award	25.7	49.3	25.0
Associate's degree	23.1	51.9	25.0
Bachelor's degree	21.8	51.2	27.0
Advanced degree	22.9	47.1	30.0
Institutional type			
Public			
Less-than-2-year	23.6	61.3	15.1
2-year	21.6	54.0	24.4
4-year, nondoctorate-granting	28.2	49.5	22.3
4-year, doctorate-granting	25.9	47.3	26.9
Private, not-for-profit			
Less-than-4-year	30.1	49.7	20.2
4-year, nondoctorate-granting	27.1	41.5	31.5
4-year, doctorate-granting	18.9	39.3	41.8
Private, for-profit	43.8	43.8	12.4

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.3b—Percentage distribution of undergraduates according to their income percentile ranking, by selected student characteristics: 1992–93

	Lowest quartile	Middle quartiles	Highest quartile
Total	25.4	49.6	25.0
Gender			
Male	24.1	50.6	25.3
Female	26.2	48.8	25.0
Race–ethnicity of student			
American Indian/Alaskan Native	37.3	52.2	10.4
Asian/Pacific Islander	30.4	46.2	23.5
Black, non-Hispanic	39.7	47.3	13.0
Hispanic	38.8	46.2	15.0
White, non-Hispanic	21.3	50.4	28.3
Marital status			
Not married	30.4	52.4	17.2
Married	9.4	41.3	49.3
Divorced/separated/widowed	46.9	44.7	8.4
Dependency status			
Dependent	25.1	50.1	24.8
Independent	25.7	49.1	25.3
Income and dependency status			
Dependent			
Less than $10,000	100.0	0.0	0.0
$10,000–$19,999	100.0	0.0	0.0
$20,000–$29,999	80.5	19.5	0.0
$30,000–$39,999	0.0	100.0	0.0
$40,000–$49,999	0.0	100.0	0.0
$50,000–$59,999	0.0	100.0	0.0
$60,000–$69,999	0.0	21.9	78.1
$70,000–$79,999	0.0	0.0	100.0
$80,000–$99,999	0.0	0.0	100.0
$100,000 or more	0.0	0.0	100.0
Independent			
Less than $5,000	100.0	0.0	0.0
$5,000–$9,999	100.0	0.0	0.0
$10,000–$19,999	4.8	95.2	0.0
$20,000–$29,999	0.0	100.0	0.0
$30,000–$49,999	0.0	39.4	60.6
$50,000 or more	0.0	0.0	100.0
Age as of 12/31/92			
23 years or younger	30.3	47.9	21.8
24–29 years	29.6	59.5	10.9
30 years or older	13.6	46.5	39.9
Number of dependents			
None	26.3	51.6	22.1
One or more	22.1	42.5	35.4

Table 4.3b—Percentage distribution of undergraduates according to their income percentile ranking, by selected student characteristics: 1992–93—Continued

	Lowest quartile	Middle quartiles	Highest quartile
Single parent status			
Not single parent	23.4	50.0	26.7
Single parent	49.1	44.9	6.1
Parent's education			
Less than high school diploma	29.5	43.7	26.8
High school diploma/GED*	25.6	50.9	23.5
Postsec. ed. less than bachelor's	24.8	52.3	22.9
Bachelor's or higher	17.3	45.9	36.8
Average hours worked/ week while enrolled			
Not employed	31.1	43.1	25.8
1–20 hours	27.5	46.8	25.8
21–34 hours	27.5	52.0	20.5
35 hours or more	13.3	54.1	32.7
Disability status			
Not disabled	22.4	49.1	28.5
Disabled	27.5	46.9	25.5
High school degree or equivalency status			
High school degree	24.4	49.7	25.9
GED or high school equivalent*	31.5	51.5	17.0
No high school credential	47.1	40.4	12.4

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.4a—Percentage distribution of dependent undergraduates' family income level, by selected institution and education characteristics: 1992–93

	Less than $10,000	$10,000–$24,999	$25,000–$39,999	$40,000–$59,999	$60,000–$79,999	$80,000 or more
Total	6.2	14.8	20.1	31.9	14.8	12.2
Undergraduate class level						
1st year-freshman	7.2	16.7	22.0	32.6	12.3	9.3
2nd year-sophomore	5.4	13.4	19.7	33.3	15.0	13.1
3rd year-junior	5.3	13.6	18.9	30.0	17.9	14.4
4th year-senior	5.1	12.0	16.4	29.9	18.9	17.7
Level unknown	7.6	21.3	19.5	31.2	15.2	5.1
Level of institution						
Less-than-2-year	17.2	20.3	27.9	26.9	4.7	3.1
2-year	6.0	16.4	24.5	35.9	9.6	7.7
4 years or more	5.7	13.5	16.9	29.7	18.7	15.5
Control of institution						
Public	5.4	14.6	20.7	34.5	13.4	11.4
Private, not-for-profit	6.2	13.9	15.9	24.3	22.5	17.2
Private, for-profit	18.4	22.2	27.0	22.5	6.1	3.8
Cumulative grade point average						
Less than 2.0	7.7	18.5	21.0	32.4	11.0	9.4
2.0–2.9	6.1	14.6	20.1	31.2	15.1	12.8
3.0–3.49	4.8	13.3	19.1	31.6	16.7	14.6
3.5 or higher	5.5	11.9	19.6	31.8	17.8	13.4
Delayed postsecondary enrollment						
Did not delay	4.9	12.9	20.0	32.1	16.3	13.8
Delayed	10.0	20.9	21.2	31.7	10.0	6.2
Number of risk factors*						
None	5.0	12.8	18.6	30.1	18.3	15.3
One	6.7	15.6	21.1	32.4	13.2	11.0
Two	6.8	15.8	23.5	37.7	9.2	7.1
Three	5.7	22.6	21.8	35.2	10.1	4.6
Four or more	—	—	—	—	—	—
Attendance patterns 1992–93						
Full-time, full-year	5.4	13.3	18.0	29.7	18.8	14.8
Full-time, part-year	9.9	17.4	22.1	30.8	10.1	9.8
Part-time, full-year	5.4	14.9	20.4	36.2	12.6	10.5
Part-time, part-year	5.7	16.2	24.0	35.0	10.3	8.9
Undergraduate program						
Vocational certificate	10.8	18.1	22.7	32.6	8.2	7.6
Associate's degree	6.1	16.5	24.7	35.3	10.0	7.4
Bachelor's degree	5.0	12.9	16.8	29.9	19.4	16.1
Other undergraduate	10.7	15.1	19.1	33.6	11.3	10.2

Table 4.4a—Percentage distribution of dependent undergraduates' family income level, by selected institution and education characteristics: 1992–93—Continued

	Less than $10,000	$10,000–$24,999	$25,000–$39,999	$40,000–$59,999	$60,000–$79,999	$80,000 or more
Educational aspirations						
Certificate/other award	6.8	17.0	27.4	39.7	5.3	3.9
Associate's degree	6.2	15.6	29.5	34.8	7.0	6.9
Bachelor's degree	5.7	14.2	21.3	33.6	14.3	10.8
Advanced degree	4.7	12.3	18.2	31.3	17.6	16.0
Institutional type						
Public						
Less-than-2-year	4.8	10.5	29.6	45.6	6.6	3.0
2-year	5.2	16.1	24.4	36.6	9.7	8.0
4-year, nondoctorate-granting	7.0	15.8	18.5	33.1	13.6	12.1
4-year, doctorate-granting	4.6	11.9	16.8	32.2	18.5	16.1
Private, not-for-profit						
Less-than-4-year	9.9	19.1	20.1	34.1	11.5	5.3
4-year, nondoctorate-granting	8.0	17.5	17.7	23.8	19.2	13.8
4-year, doctorate-granting	3.6	9.3	13.2	23.3	27.8	22.8
Private, for-profit	18.4	22.2	27.0	22.5	6.1	3.8

—Sample size is too small for a reliable estimate.
*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

BEST COPY AVAILABLE

Table 4.4b—Percentage distribution of dependent undergraduates' family income level, by selected student characteristics: 1992–93

	Less than $10,000	$10,000–$24,999	$25,000–$39,999	$40,000–$59,999	$60,000–$79,999	$80,000 or more
Total	6.2	14.8	20.1	31.9	14.8	12.2
Gender						
Male	5.4	13.8	19.6	32.2	15.7	13.3
Female	6.9	15.7	20.5	31.7	14.1	11.2
Race–ethnicity of student						
American Indian/Alaskan Native	7.5	29.1	16.4	37.6	7.7	1.7
Asian/Pacific Islander	8.2	18.9	17.0	30.3	14.4	11.4
Black, non-Hispanic	13.1	26.8	22.8	25.9	7.7	3.6
Hispanic	14.2	27.1	23.1	24.8	5.8	5.0
White, non-Hispanic	4.2	11.3	19.8	33.7	16.8	14.3
Income percentile ranking						
Lowest quartile	24.6	58.9	16.5	0.0	0.0	0.0
Middle quartiles	0.0	0.0	31.8	63.7	4.5	0.0
Highest quartile	0.0	0.0	0.0	0.0	50.8	49.2
Parent's education						
Less than high school diploma	22.5	29.6	20.7	21.2	3.8	2.2
High school diploma/GED*	6.9	20.2	27.5	31.5	9.4	4.4
Postsec. ed. less than bachelor's	4.4	14.4	22.9	36.7	14.2	7.4
Bachelor's or higher	2.6	6.7	14.2	31.0	21.8	23.8
Average hours worked/ week while enrolled						
Not employed	7.5	15.8	17.2	30.6	15.8	13.1
1–20 hours	4.7	12.8	21.5	30.6	16.5	14.0
21–34 hours	5.0	13.2	22.5	35.9	13.1	10.3
35 hours or more	5.1	14.2	22.5	37.7	11.6	8.8
Disability status						
Not disabled	5.1	13.2	20.3	32.4	15.7	13.3
Disabled	5.0	13.3	16.9	38.1	13.1	13.6
High school degree or equivalency status						
High school degree	5.9	14.5	20.2	32.0	15.1	12.3
GED or high school equivalent*	10.2	22.3	21.7	33.1	7.9	4.8
No high school credential	14.7	25.4	16.3	24.5	6.7	12.4

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.5a—Percentage distribution of independent undergraduates' income level, by selected institution and education characteristics: 1992–93

	Less than $5,000	$5,000–$9,999	$10,000–$19,999	$20,000–$29,999	$30,000–$49,999	$50,000 or more
Total	11.5	13.1	22.4	18.6	23.4	11.1
Undergraduate class level						
1st year-freshman	11.3	12.4	22.8	19.2	24.1	10.2
2nd year-sophomore	10.1	13.5	23.1	19.9	23.1	10.4
3rd year-junior	14.0	15.6	22.5	17.5	20.2	10.2
4th year-senior	14.7	15.3	23.0	15.3	20.0	11.8
Level unknown	5.1	7.6	15.9	19.4	32.1	19.9
Level of institution						
Less-than-2-year	21.8	20.7	25.4	14.3	12.9	4.9
2-year	7.8	10.9	21.5	20.5	27.1	12.1
4 years or more	14.9	14.7	23.1	16.5	19.8	11.0
Control of institution						
Public	9.7	12.3	22.5	19.2	24.9	11.4
Private, not-for-profit	13.4	12.2	19.9	18.3	22.4	13.8
Private, for-profit	22.6	20.1	24.6	13.9	13.0	5.8
Cumulative grade point average						
Less than 2.0	13.2	17.9	26.0	16.7	18.3	7.9
2.0–2.9	14.2	17.9	25.8	17.9	17.3	6.9
3.0–3.49	10.6	11.1	22.6	21.1	23.0	11.6
3.5 or higher	6.3	7.2	17.4	19.8	32.3	17.0
Delayed postsecondary enrollment						
Did not delay	11.4	11.8	21.3	17.6	24.1	13.9
Delayed	10.4	13.1	22.9	19.6	23.9	10.3
Number of risk factors*						
None	(†)	(†)	(†)	(†)	(†)	(†)
One	32.5	23.9	23.7	9.3	7.7	2.9
Two	17.9	20.3	26.5	16.6	13.0	5.8
Three	8.0	9.8	23.6	23.4	24.8	10.5
Four or more	6.9	9.7	19.0	17.5	30.5	16.4
Attendance patterns 1992–93						
Full-time, full-year	23.3	23.3	24.1	13.1	11.5	4.7
Full-time, part-year	21.3	21.7	26.3	12.9	12.5	5.2
Part-time, full-year	7.4	9.3	22.2	21.9	26.7	12.6
Part-time, part-year	5.9	8.5	20.4	20.4	30.0	14.8
Undergraduate program						
Vocational certificate	14.0	15.1	24.2	19.3	19.1	8.3
Associate's degree	8.2	11.9	22.2	20.9	26.0	10.8
Bachelor's degree	15.6	15.5	23.3	15.8	19.2	10.6
Other undergraduate	8.1	10.5	19.1	15.9	30.5	16.0

Table 4.5a—Percentage distribution of independent undergraduates' income level, by selected institution and education characteristics: 1992–93—Continued

	Less than $5,000	$5,000–$9,999	$10,000–$19,999	$20,000–$29,999	$30,000–$49,999	$50,000 or more
Educational aspirations						
Certificate/other award	10.6	12.4	19.0	17.5	31.3	9.3
Associate's degree	7.4	10.9	21.7	18.0	28.3	13.7
Bachelor's degree	7.7	10.3	21.6	19.5	27.0	13.9
Advanced degree	11.5	12.8	21.4	15.7	24.3	14.3
Institutional type						
Public						
Less-than-2-year	10.2	14.0	30.5	19.1	17.9	8.4
2-year	7.2	10.4	21.1	20.8	27.9	12.6
4-year, nondoctorate-granting	13.6	14.8	24.5	17.6	19.9	9.6
4-year, doctorate-granting	17.6	18.5	25.6	13.6	16.8	7.9
Private, not-for-private						
Less-than-4-year	12.1	16.9	22.3	18.1	23.3	7.3
4-year, nondoctorate-granting	13.4	10.8	18.2	18.5	23.4	15.7
4-year, doctorate-granting	14.1	12.4	22.4	18.2	19.8	13.1
Private, for-profit	22.6	20.1	24.6	13.9	13.0	5.8

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

†Independent students have at least one risk factor.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.5b—Percentage distribution of independent undergraduates' income level, by selected student characteristics: 1992–93

	Less than $5,000	$5,000–$9,999	$10,000–19,999	$20,000–$29,999	$30,000–$49,999	$50,000 or more
Total	11.5	13.1	22.4	18.6	23.4	11.1
Gender						
Male	10.9	13.1	23.7	19.3	22.7	10.3
Female	11.8	13.0	21.5	18.1	23.9	11.8
Race–ethnicity of student						
American Indian/Alaskan Native	13.6	21.3	22.0	24.3	14.2	4.7
Asian/Pacific Islander	12.7	14.4	23.6	17.6	19.9	11.8
Black, non-Hispanic	18.6	15.4	26.7	16.0	17.7	5.6
Hispanic	13.4	14.8	23.2	19.0	22.1	7.5
White, non-Hispanic	10.0	12.2	21.4	18.7	25.0	12.6
Marital status						
Not married	18.1	19.2	31.0	21.4	9.0	1.3
Married	3.1	4.9	11.9	15.6	41.4	23.3
Divorced/separated/widowed	18.9	26.6	26.7	13.9	9.8	4.1
Age as of 12/31/92						
23 years or younger	32.4	28.8	25.4	7.8	4.6	1.0
24–29 years	12.1	15.5	33.3	19.7	15.1	4.3
30 years or older	5.5	7.5	14.9	20.7	33.4	17.9
Number of dependents						
None	12.7	13.9	25.8	20.9	19.3	7.4
One or more	9.6	11.8	17.6	15.5	29.2	16.3
Single parent status						
Not single parent	9.6	11.0	21.6	19.4	25.8	12.7
Single parent	22.7	25.6	27.1	13.7	9.1	1.8
Income percentile ranking						
Lowest quartile	44.7	51.0	4.2	0.0	0.0	0.0
Middle quartiles	0.0	0.0	43.4	37.9	18.8	0.0
Highest quartile	0.0	0.0	0.0	0.0	56.1	43.9
Parent's education						
Less than high school diploma	8.7	12.3	19.9	14.6	31.0	13.4
High school diploma/GED*	8.8	10.6	20.1	18.3	28.1	14.1
Postsec. ed. less than bachelor's	10.9	13.2	22.0	17.0	22.2	14.7
Bachelor's or higher	11.2	12.8	23.4	16.2	23.5	12.9
Average hours worked/week while enrolled						
Not employed	16.6	16.4	18.4	15.5	22.6	10.4
1–20 hours	19.4	18.9	22.5	11.6	18.8	8.9
21–34 hours	11.8	21.0	27.0	15.1	16.6	8.7
35 hours or more	3.0	5.4	20.5	20.3	33.2	17.6
Disability status						
Not disabled	9.6	11.3	21.2	17.4	26.9	13.6
Disabled	12.0	16.5	19.4	15.3	25.2	11.6
High school degree or equivalency status						
High school degree	10.8	12.4	22.1	18.8	24.1	11.8
GED or high school equivalent*	12.7	15.9	24.4	19.4	20.2	7.4
No high school credential	25.6	23.1	22.1	11.5	14.3	3.5

*Passed tests of General Educational Development or high school equivalent.
NOTE: Percentages may not sum to 100 due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.6a—Racial–ethnic distribution of undergraduates, by selected institution and education characteristics: 1992–93

	American Indian/Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Total	1.0	4.0	10.3	8.0	76.8
Undergraduate class level					
1st year-freshman	0.9	4.0	12.1	9.6	73.4
2nd year-sophomore	1.2	4.0	9.2	7.2	78.5
3rd year-junior	1.0	4.1	8.9	6.6	79.5
4th year-senior	0.8	4.1	7.8	5.6	81.7
Level unknown	0.3	3.1	9.3	7.1	80.2
Level of institution					
Less-than-2-year	1.1	3.7	22.4	11.0	61.9
2-year	1.2	3.8	9.0	9.0	77.0
4 years or more	0.7	4.2	10.0	6.4	78.7
Control of institution					
Public	1.0	4.0	9.1	7.6	78.3
Private, not-for-profit	0.7	4.2	10.4	7.8	76.9
Private, for-profit	0.6	4.0	21.4	11.7	62.4
Cumulative grade point average					
Less than 2.0	1.3	3.9	15.8	10.4	68.6
2.0–2.9	0.8	4.0	10.5	8.7	76.0
3.0–3.49	0.9	4.4	6.5	6.8	81.4
3.5 or higher	0.6	3.9	5.3	5.1	85.0
Delayed postsecondary enrollment					
Did not delay	0.9	4.3	9.0	7.4	78.5
Delayed	1.1	3.5	11.5	8.4	75.6
Number of risk factors*					
None	0.6	4.6	8.3	6.4	80.1
One	0.6	5.8	9.4	8.2	76.1
Two	1.2	4.2	8.8	8.2	77.6
Three	0.9	2.7	9.0	7.3	80.1
Four or more	1.5	2.5	13.6	9.1	73.3
Attendance patterns 1992–93					
Full-time, full-year	0.8	4.6	9.6	6.6	78.4
Full-time, part-year	1.4	3.3	14.1	8.2	73.0
Part-time, full-year	0.7	4.6	8.8	8.9	77.0
Part-time, part-year	1.2	3.1	10.6	8.6	76.6
Undergraduate program					
Vocational certificate	1.0	3.3	17.5	10.9	67.2
Associate's degree	1.3	3.8	9.1	9.3	76.5
Bachelor's degree	0.7	4.5	9.3	6.0	79.5
Other undergraduate	0.5	3.3	10.2	6.5	79.6

Table 4.6a—Racial–ethnic distribution of undergraduates, by selected institution and education characteristics: 1992–93—Continued

	American Indian/Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Educational aspirations					
Certificate/other award	1.4	3.6	12.6	13.5	68.8
Associate's degree	1.6	3.3	9.8	9.1	76.2
Bachelor's degree	1.0	4.2	9.0	9.3	76.5
Advanced degree	1.0	5.3	10.9	8.1	74.7
Institutional type					
Public					
Less-than-2-year	2.4	3.4	16.0	10.4	67.8
2-year	1.1	3.9	8.7	8.8	77.5
4-year, nondoctorate-granting	0.9	3.2	10.0	7.3	78.6
4-year, doctorate-granting	0.7	4.7	9.0	4.7	80.9
Private, not-for-profit					
Less-than-4-year	3.2	1.5	5.2	8.2	81.9
4-year, nondoctorate-granting	0.4	2.3	12.3	9.2	75.8
4-year, doctorate-granting	0.5	7.7	9.1	5.5	77.2
Private, for-profit	0.6	4.0	21.4	11.7	62.4

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.6b—Racial–ethnic distribution of undergraduates, by selected student characteristics: 1992–93

	American Indian/Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Total	1.0	4.0	10.3	8.0	76.8
Gender					
Male	0.8	4.5	8.8	8.1	77.8
Female	1.1	3.6	11.4	7.9	76.0
Marital status					
Not married	1.0	4.5	11.3	8.1	75.1
Married	1.1	3.3	7.1	8.4	80.1
Divorced/separated/widowed	1.6	1.0	22.0	9.9	65.5
Dependency status					
Dependent	0.6	5.0	8.9	8.1	77.4
Independent	1.3	3.1	11.6	7.8	76.3
Income and dependency status					
Dependent					
Less than $10,000	0.8	7.0	19.5	20.1	52.6
$10,000–$19,999	1.3	7.4	18.6	16.8	56.0
$20,000–$29,999	1.0	4.8	13.6	14.0	66.6
$30,000–$39,999	0.4	4.4	8.4	8.2	78.6
$40,000–$49,999	1.1	4.8	8.6	7.1	78.4
$50,000–$59,999	0.4	5.1	5.9	6.1	82.5
$60,000–$69,999	0.3	5.6	4.5	3.9	85.7
$70,000–$79,999	0.3	4.0	5.3	2.3	88.1
$80,000–$99,999	0.1	2.8	3.2	3.4	90.5
$100,000 or more	0.1	6.4	2.3	3.6	87.7
Independent					
Less than $5,000	1.5	3.5	18.9	9.2	66.9
$5,000–$9,999	2.1	3.5	13.7	8.9	71.8
$10,000–$19,999	1.3	3.3	13.9	8.2	73.4
$20,000–$29,999	1.7	3.0	10.0	8.1	77.3
$30,000–$49,999	0.8	2.6	8.7	7.3	80.7
$50,000 or more	0.5	3.3	5.8	5.2	85.3
Age as of 12/31/92					
23 years or younger	0.7	4.8	9.9	8.4	76.3
24–29 years	1.5	4.3	11.4	8.2	74.6
30 years or older	1.2	2.4	10.3	6.9	79.3
Number of dependents					
None	0.8	4.5	9.0	7.6	78.1
One or more	1.5	2.4	14.1	9.2	72.9
Single parent status					
Not single parent	0.9	4.2	9.0	7.8	78.1
Single parent	2.0	1.3	25.4	9.5	61.8

Table 4.6b—Racial–ethnic distribution of undergraduates, by selected student characteristics: 1992–93—Continued

	American Indian/Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Income percentile ranking					
Lowest quartile	1.5	4.9	16.4	12.6	64.6
Middle quartiles	1.0	3.8	9.9	7.6	77.6
Highest quartile	0.4	3.8	5.4	4.9	85.6
Parent's education					
Less than high school diploma	1.6	5.5	14.9	25.7	52.3
High school diploma/GED*	1.2	3.6	10.4	8.1	76.8
Postsec. ed. less than bachelor's	1.2	3.0	11.2	7.4	77.2
Bachelor's or higher	0.7	6.3	7.0	5.2	80.8
Average hours worked/ week while enrolled					
Not employed	1.3	8.5	13.3	10.9	66.1
1–20 hours	0.8	6.2	8.2	7.9	77.0
21–34 hours	1.2	3.1	8.0	9.2	78.6
35 hours or more	1.2	2.5	10.8	9.4	76.1
Disability status					
Not disabled	1.0	4.9	10.3	9.1	74.8
Disabled	1.9	1.7	9.3	6.3	80.8
High school degree or equivalency status					
High school degree	0.9	4.0	9.9	7.6	77.7
GED or high school equivalent*	2.1	3.5	14.1	12.4	68.0
No high school credential	1.2	7.5	19.8	13.7	57.8

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.7a—Percentage distribution of undergraduates according to their citizenship status, by selected institution and education characteristics: 1992–93

	U.S. citizen/ national	Perm. resident/ temporary visa	Other
Total	94.0	4.1	1.8
Undergraduate class level			
1st year-freshman	93.4	5.0	1.6
2nd year-sophomore	94.4	3.4	2.2
3rd year-junior	94.5	3.4	2.1
4th year-senior	95.5	2.6	2.0
Level unknown	91.9	6.8	1.3
Level of institution			
Less-than-2-year	89.3	9.8	0.9
2-year	93.9	4.8	1.4
4 years or more	94.8	2.8	2.4
Control of institution			
Public	94.5	3.9	1.6
Private, not-for-profit	94.4	2.7	2.8
Private, for-profit	88.5	9.3	2.2
Cumulative grade point average			
Less than 2.0	93.9	4.7	1.4
2.0–2.9	94.5	3.7	1.8
3.0–3.49	93.9	3.8	2.3
3.5 or higher	94.8	2.9	2.3
Delayed postsecondary enrollment			
Did not delay	96.2	2.6	1.1
Delayed	92.3	5.0	2.8
Number of risk factors*			
None	96.4	2.3	1.4
One	92.9	4.1	3.0
Two	93.4	4.0	2.6
Three	94.2	3.9	1.8
Four or more	95.4	3.8	0.7
Attendance patterns 1992–93			
Full-time, full-year	94.1	3.6	2.3
Full-time, part-year	92.6	5.2	2.2
Part-time, full-year	93.7	4.4	1.9
Part-time, part-year	95.0	4.0	1.1
Undergraduate program			
Vocational certificate	92.6	6.0	1.5
Associate's degree	94.0	4.6	1.4
Bachelor's degree	94.8	2.8	2.5
Other undergraduate	95.3	3.6	1.2

Table 4.7a—Percentage distribution of undergraduates according to their citizenship status, by selected institution and education characteristics: 1992–93—Continued

	U.S. citizen/ national	Perm. resident/ temporary visa	Other
Educational aspirations			
Certificate/other award	91.8	6.7	1.6
Associate's degree	96.3	3.0	0.7
Bachelor's degree	94.6	4.1	1.3
Advanced degree	94.4	3.5	2.1
Institutional type			
Public			
Less-than-2-year	93.1	6.1	0.8
2-year	93.9	4.8	1.3
4-year, nondoctorate-granting	95.4	3.3	1.3
4-year, doctorate-granting	95.3	2.1	2.6
Private, not-for-profit			
Less-than-4-year	94.6	3.6	1.8
4-year, nondoctorate-granting	96.4	1.4	2.2
4-year, doctorate-granting	91.5	4.4	4.1
Private, for-profit	88.5	9.3	2.2

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.7b—Percentage distribution of undergraduates according to their citizenship status, by selected student characteristics: 1992–93

	U.S. citizen/ national	Perm. resident/ temporary visa	Other
Total	94.0	4.1	1.8
Gender			
Male	93.2	4.4	2.4
Female	94.7	3.9	1.4
Race–ethnicity of student			
American Indian/Alaskan Native	98.0	1.3	0.6
Asian/Pacific Islander	57.9	25.5	16.6
Black, non-Hispanic	94.7	4.0	1.3
Hispanic	82.0	15.1	2.9
White, non-Hispanic	97.2	1.9	1.0
Marital status			
Not married	94.0	4.1	2.0
Married	94.6	4.4	1.0
Divorced/separated/widowed	89.2	9.7	1.1
Dependency status			
Dependent	94.3	3.5	2.2
Independent	93.8	4.7	1.5
Income and dependency status			
Dependent			
Less than $10,000	87.6	10.0	2.4
$10,000–$19,999	89.6	7.8	2.6
$20,000–$29,999	93.7	4.8	1.5
$30,000–$39,999	95.6	3.1	1.3
$40,000–$49,999	95.8	2.9	1.3
$50,000–$59,999	94.9	2.4	2.7
$60,000–$69,999	94.7	1.9	3.4
$70,000–$79,999	98.7	0.2	1.1
$80,000–$99,999	98.9	0.5	0.5
$100,000 or more	95.5	2.0	2.4
Independent			
Less than $5,000	92.1	6.3	1.6
$5,000–$9,999	91.4	7.5	1.2
$10,000–$19,999	91.8	5.9	2.3
$20,000–$29,999	93.8	4.3	2.0
$30,000–$49,999	96.0	2.9	1.1
$50,000 or more	97.5	2.3	0.2
Age as of 12/31/92			
23 years or younger	94.2	3.7	2.0
24–29 years	92.1	5.4	2.5
30 years or older	94.8	4.2	1.1

Table 4.7b—Percentage distribution of undergraduates according to their citizenship status, by selected student characteristics: 1992–93—Continued

	U.S. citizen/ national	Perm. resident/ temporary visa	Other
Number of dependents			
None	94.0	3.9	2.2
One or more	94.5	4.8	0.7
Single parent status			
Not single parent	94.1	4.0	1.9
Single parent	93.4	5.7	0.9
Income percentile ranking			
Lowest quartile	91.2	7.0	1.8
Middle quartiles	94.2	3.9	2.0
Highest quartile	96.8	2.0	1.3
Parent's education			
Less than high school diploma	87.8	10.4	1.8
High school diploma/GED*	95.5	3.3	1.2
Postsec. ed. less than bachelor's	96.6	2.3	1.1
Bachelor's or higher	94.4	3.1	2.5
Average hours worked/ week while enrolled			
Not employed	88.8	6.8	4.4
1–20 hours	94.7	3.9	1.4
21–34 hours	95.9	2.9	1.2
35 hours or more	95.9	3.3	0.9
Disability status			
Not disabled	94.1	4.1	1.8
Disabled	97.3	2.3	0.4
High school degree or equivalency status			
High school degree	94.7	3.5	1.8
GED or high school equivalent*	90.5	8.0	1.5
No high school credential	79.5	17.7	2.8

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.8a—Percentage distribution of undergraduates' marital status, by selected institution and education characteristics: 1992–93

	Never married	Married	Divorced/ separated/widowed
Total	72.6	25.5	1.8
Undergraduate class level			
1st year-freshman	71.3	26.3	2.5
2nd year-sophomore	74.8	23.6	1.5
3rd year-junior	78.4	20.4	1.2
4th year-senior	75.2	23.8	0.9
Level unknown	49.6	48.9	1.4
Level of institution			
Less-than-2-year	65.4	29.0	5.6
2-year	65.4	32.3	2.2
4 years or more	81.2	17.9	0.9
Control of institution			
Public	71.7	26.7	1.6
Private, not-for-profit	78.8	20.0	1.2
Private, for-profit	69.2	25.8	5.0
Cumulative grade point average			
Less than 2.0	79.1	18.7	2.2
2.0–2.9	81.1	17.6	1.3
3.0–3.49	71.7	26.8	1.5
3.5 or higher	57.3	40.7	1.9
Delayed postsecondary enrollment			
Did not delay	81.1	18.2	0.8
Delayed	61.7	35.5	2.9
Number of risk factors*			
None	98.5	1.5	0.0
One	94.0	5.9	0.1
Two	78.4	21.5	0.2
Three	58.2	41.3	0.5
Four or more	38.8	56.0	5.2
Attendance patterns 1992–93			
Full-time, full-year	88.0	10.9	1.1
Full-time, part-year	78.0	18.9	3.2
Part-time, full-year	65.2	33.2	1.6
Part-time, part-year	59.4	38.4	2.2
Undergraduate program			
Vocational certificate	65.8	30.8	3.4
Associate's degree	67.8	29.8	2.4
Bachelor's degree	82.7	16.6	0.8
Other undergraduate	59.1	38.9	2.1

Table 4.8a—Percentage distribution of undergraduates' marital status, by selected institution and education characteristics: 1992–93—Continued

	Never married	Married	Divorced/ separated/widowed
Educational aspirations			
Certificate/other award	52.5	43.7	3.8
Associate's degree	59.6	37.4	3.0
Bachelor's degree	66.8	31.4	1.8
Advanced degree	76.5	22.4	1.2
Institutional type			
Public			
Less-than-2-year	58.5	37.8	3.7
2-year	64.9	33.0	2.1
4-year, nondoctorate-granting	78.0	20.8	1.2
4-year, doctorate-granting	85.6	13.9	0.6
Private, not-for-private			
Less-than-4-year	67.6	29.1	3.3
4-year, nondoctorate-granting	75.9	22.9	1.2
4-year, doctorate-granting	86.3	13.1	0.6
Private, for-profit	69.2	25.8	5.0

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.8b—Percentage distribution of undergraduates' marital status, by selected student characteristics: 1992–93

	Never married	Married	Divorced/ separated/widowed
Total	72.6	25.5	1.8
Gender			
Male	76.8	22.4	0.9
Female	69.2	28.2	2.6
Race–ethnicity of student			
American Indian/Alaskan Native	69.7	27.3	3.0
Asian/Pacific Islander	78.9	20.6	0.5
Black, non-Hispanic	78.4	17.7	3.9
Hispanic	71.5	26.4	2.2
White, non-Hispanic	71.2	27.2	1.6
Dependency status			
Dependent	96.8	3.0	0.1
Independent	52.6	44.1	3.2
Income and dependency status			
Dependent			
Less than $10,000	97.1	2.6	0.3
$10,000–$19,999	96.4	3.2	0.4
$20,000–$29,999	97.0	2.8	0.2
$30,000–$39,999	97.1	2.8	0.0
$40,000–$49,999	95.4	4.4	0.2
$50,000–$59,999	96.2	3.7	0.0
$60,000–$69,999	98.1	1.9	0.0
$70,000–$79,999	97.0	3.0	0.1
$80,000–$99,999	99.0	1.0	0.0
$100,000 or more	97.7	2.2	0.1
Independent			
Less than $5,000	82.9	11.8	5.4
$5,000–$9,999	77.0	16.4	6.6
$10,000–$19,999	72.7	23.4	3.9
$20,000–$29,999	60.5	37.1	2.4
$30,000–$49,999	20.2	78.4	1.4
$50,000 or more	6.1	92.7	1.2
Age as of 12/31/92			
23 years or younger	93.0	6.5	0.6
24–29 years	65.9	31.8	2.4
30 years or older	40.0	56.2	3.8
Number of dependents			
None	86.2	13.7	0.1
One or more	28.1	65.5	6.4
Single parent status			
Not single parent	71.9	27.8	0.4
Single parent	81.4	0.0	18.6

Table 4.8b—Percentage distribution of undergraduates' marital status, by selected student characteristics: 1992–93—Continued

	Never married	Married	Divorced/ separated/widowed
Income percentile ranking			
Lowest quartile	87.1	9.5	3.4
Middle quartiles	77.0	21.4	1.7
Highest quartile	49.4	50.0	0.6
Parent's education			
Less than high school diploma	50.3	46.4	3.3
High school diploma/GED*	65.7	32.6	1.7
Postsec. ed. less than bachelor's	74.5	24.0	1.6
Bachelor's or higher	81.1	18.1	0.9
Average hours worked/ week while enrolled			
Not employed	66.8	30.4	2.9
1–20 hours	84.5	14.5	1.0
21–34 hours	80.8	18.0	1.2
35 hours or more	55.0	43.3	1.7
Disability status			
Not disabled	71.0	27.5	1.6
Disabled	64.6	32.9	2.5
High school degree or equivalency status			
High school degree	73.5	25.0	1.5
GED or high school equivalent*	59.2	35.8	5.0
No high school credential	65.3	28.5	6.1

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.9a—Percentage distribution of undergraduates according to their local residence, by selected institution and education characteristics: 1992–93

	On campus	Off campus	With parents/ relatives
Total	12.8	58.8	28.3
Undergraduate class level			
1st year-freshman	12.0	54.1	34.0
2nd year-sophomore	14.2	56.9	28.9
3rd year-junior	17.8	61.5	20.7
4th year-senior	12.5	67.8	19.7
Level unknown	1.7	80.2	18.0
Level of institution			
Less-than-2-year	2.8	65.0	32.3
2-year	2.6	62.6	34.8
4 years or more	24.7	54.2	21.2
Control of institution			
Public	9.7	60.5	29.8
Private, not-for-profit	32.4	48.5	19.1
Private, for-profit	3.1	64.2	32.7
Cumulative grade point average			
Less than 2.0	11.7	50.7	37.6
2.0–2.9	15.0	53.5	31.5
3.0–3.49	13.6	61.6	24.9
3.5 or higher	9.8	71.4	18.8
Delayed postsecondary enrollment			
Did not delay	19.5	48.2	32.2
Delayed	5.0	71.7	23.3
Number of risk factors*			
None	37.6	32.8	29.6
One	15.9	36.8	47.3
Two	5.6	57.1	37.4
Three	2.0	78.5	19.5
Four or more	0.7	88.0	11.2
Attendance patterns 1992–93			
Full-time, full-year	27.4	45.3	27.3
Full-time, part-year	13.7	54.4	31.9
Part-time, full-year	4.6	65.3	30.1
Part-time, part-year	3.1	70.7	26.2
Undergraduate program			
Vocational certificate	4.9	64.7	30.4
Associate's degree	3.1	59.5	37.3
Bachelor's degree	26.1	53.3	20.5
Other undergraduate	4.2	70.2	25.6

Table 4.9a—Percentage distribution of undergraduates according to their local residence, by selected institution and education characteristics: 1992–93—Continued

	On campus	Off campus	With parents/ relatives
Educational aspirations			
Certificate/other award	1.9	69.8	28.3
Associate's degree	2.5	61.3	36.2
Bachelor's degree	8.2	60.5	31.3
Advanced degree	18.4	54.7	26.9
Institutional type			
Public			
Less-than-2-year	1.0	67.3	31.7
2-year	2.5	62.7	34.9
4-year, nondoctorate-granting	17.3	55.5	27.2
4-year, doctorate-granting	22.7	58.1	19.2
Private, not-for-profit			
Less-than-4-year	5.9	67.6	26.5
4-year, nondoctorate-granting	33.6	46.6	19.8
4-year, doctorate-granting	38.1	45.9	16.1
Private, for-profit	3.1	64.2	32.7

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 4.9b—Percentage distribution of undergraduates according to their local residence, by selected student characteristics: 1992–93

	On campus	Off campus	With parents/ relatives
Total	12.8	58.8	28.3
Gender			
Male	14.0	55.8	30.2
Female	12.0	61.2	26.9
Race–ethnicity of student			
American Indian/Alaskan Native	11.6	68.6	19.8
Asian/Pacific Islander	13.9	47.5	38.6
Black, non-Hispanic	15.5	54.0	30.5
Hispanic	6.2	51.4	42.4
White, non-Hispanic	12.5	60.9	26.5
Marital status			
Not married	17.0	47.5	35.5
Married	1.5	91.9	6.6
Divorced/separated/widowed	1.4	83.6	15.0
Dependency status			
Dependent	23.7	33.9	42.4
Independent	2.8	81.8	15.4
Income and dependency status			
Dependent			
Less than $10,000	21.5	29.8	48.7
$10,000–$19,999	21.8	27.3	50.9
$20,000–$29,999	24.3	29.9	45.8
$30,000–$39,999	20.7	25.6	53.8
$40,000–$49,999	17.1	30.7	52.2
$50,000–$59,999	26.3	39.8	33.9
$60,000–$69,999	31.0	38.5	30.5
$70,000–$79,999	36.7	33.3	30.0
$80,000–$99,999	31.8	36.0	32.3
$100,000 or more	34.5	40.5	25.0
Independent			
Less than $5,000	10.1	63.2	26.7
$5,000–$9,999	5.0	71.9	23.1
$10,000–$19,999	2.1	74.2	23.7
$20,000–$29,999	1.6	86.4	12.1
$30,000–$49,999	0.7	93.4	5.9
$50,000 or more	0.5	95.7	3.8
Age as of 12/31/92			
23 years or younger	21.8	37.6	40.6
24–29 years	2.9	74.3	22.8
30 years or older	1.1	91.4	7.5
Number of dependents			
None	16.2	50.0	33.8
One or more	1.3	89.4	9.3

Table 4.9b—Percentage distribution of undergraduates according to their local residence, by selected student characteristics: 1992–93—Continued

	On campus	Off campus	With parents/ relatives
Single parent status			
Not single parent	13.7	57.1	29.2
Single parent	1.7	80.1	18.2
Income percentile ranking			
Lowest quartile	13.9	50.1	36.0
Middle quartiles	10.9	58.8	30.4
Highest quartile	16.1	69.1	14.9
Parent's education			
Less than high school diploma	4.1	72.2	23.7
High school diploma/GED*	9.0	60.3	30.7
Postsec. ed. less than bachelor's	12.4	51.6	36.0
Bachelor's or higher	20.9	52.9	26.3
Average hours worked/week while enrolled			
Not employed	14.3	59.2	26.6
1–20 hours	21.1	43.7	35.2
21–34 hours	6.6	47.1	46.3
35 hours or more	1.9	75.3	22.8
Disability status			
Not disabled	13.2	57.2	29.6
Disabled	7.4	69.7	23.0
High school degree or equivalency status			
High school degree	13.7	57.7	28.6
GED or high school equivalent*	2.3	77.3	20.4
No high school credential	1.3	62.9	35.8

*Passed tests of General Educational Development or high school equivalent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Section 5
Financial Aid, Employment

Dependent Student Financial Aid

- Approximately 42 percent of dependent undergraduates received financial aid, and the average amount they received was about $4,800. About one-third (31 percent) of dependent undergraduates received federal financial aid (table 5.1a).

- Grants were a more common form of aid for dependent students than loans: 34 percent were grant recipients (averaging about $3,100), while about 22 percent of dependent students received financial aid in the form of student loans (averaging about $3,000) (table 5.1a).

- It was more common for dependent students attending private, for-profit institutions (who are more likely to have lower incomes) to receive federal financial aid (63 percent) than it was for dependents in either public or private, not-for-profit institutions (25 percent and 47 percent, respectively) (table 5.1a).

- Dependent students in private, not-for-profit institutions were more likely to receive grants (which include institutional aid) than were students in private, for-profit institutions (56 percent and 44 percent, respectively). However, the proportions of dependent students receiving loans at private, not-for-profit and for-profit institutions did not differ significantly (46 percent and 40 percent, respectively) (table 5.1a).

- As would be expected, dependent undergraduates from low income families were more likely to receive financial aid than those from higher income families: for example, 79 percent with incomes under $10,000 received aid, compared with 33 percent with incomes between $40,000 and $50,000 (table 5.1b).

- Consistent with their lower incomes (as shown in table 4.6b), a significantly higher proportion of black, non-Hispanic undergraduates were aid recipients (59 percent) than were white, non-Hispanic students (39 percent) (table 5.1b).

Independent Student Financial Aid

- Approximately 41 percent of financially independent undergraduates received financial aid, and the average amount they received was about $3,500. More than one-third of independent students (36 percent) received grants (averaging about $2,000), and 18 percent received loans (averaging $3,500) (table 5.2a).

- Nearly 70 percent of independent students in private, for-profit institutions received federal financial aid, compared with 41 percent in private, not-for-profit institutions and 25 percent in public institutions (table 5.2a).

- Consistent with their lower incomes, financially independent black, non-Hispanic students were more likely to receive financial aid than were white, non-Hispanic students (51 percent versus 40 percent) (table 5.2b).

Employment

- As shown in tables 1.5a and 1.5b, a majority of undergraduates (79 percent) worked during some period of their enrollment in 1992–93, and about 38 percent worked full time during part or all of their enrollment.

- About 32 percent of undergraduates worked in professional occupations; 25 percent worked in the wholesale/retail industry; and 15 percent worked in a business occupation such as finance, real estate, or business support (table 5.3a).

- As might be expected, independent students (who are older) were more likely to work in professional occupations (38 percent) than were dependent students (25 percent) (5.3b).

- With regard to their plans for the coming year (1993–94), nearly 30 percent of undergraduates planned to attend school full time and also work full time or part time, and 26 percent planned to work full time and attend school either full time or part time (table 5.4a).

- Not unexpectedly, a greater proportion of younger students (under age 23) planned to be in school and not to work while enrolled than did older students; on the other hand, it was more common for older students to report plans to work full time and to be in school full time or part time (table 5.4b).

Table 5.1a—Percentage of financially dependent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected institution and education characteristics: 1992–93

	Received any aid	Received federal aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
Total	41.7	30.8	33.5	21.7	$4,844	$3,140	$3,027
Undergraduate class level							
1st year-freshman	38.1	29.2	31.5	18.4	4,411	2,875	2,724
2nd year-sophomore	39.9	28.2	32.0	19.7	4,585	3,195	2,720
3rd year-junior	48.4	35.9	38.5	28.2	5,717	3,597	3,392
4th year-senior	47.5	33.7	36.3	27.9	5,453	3,421	3,538
Level unknown	46.7	41.3	39.7	20.0	3,185	1,646	3,107
Level of institution							
Less-than-2-year	52.2	48.9	39.7	31.6	3,716	1,591	3,040
2-year	26.8	19.7	21.9	8.9	2,594	1,497	2,613
4 years or more	50.4	36.8	40.4	29.1	5,657	3,781	3,106
Control of institution							
Public	34.5	24.6	27.1	15.5	3,354	2,039	2,686
Private, not-for-profit	63.4	47.0	56.0	39.8	8,088	5,482	3,480
Private, for-profit	65.4	62.9	43.5	46.1	4,550	1,791	3,245
Cumulative grade point average							
Less than 2.0	33.8	26.7	27.4	16.5	3,954	2,499	2,593
2.0–2.9	41.1	32.2	32.5	23.0	4,832	2,987	3,049
3.0–3.49	44.1	30.4	36.3	23.1	5,208	3,400	3,196
3.5 or higher	52.4	29.6	44.1	21.4	5,109	3,810	2,971
Delayed postsecondary enrollment							
Did not delay	42.1	30.3	33.7	22.5	5,121	3,406	3,062
Delayed	38.8	30.5	31.2	19.2	4,102	2,440	2,916
Number of risk factors*							
None	51.5	36.9	41.8	28.3	5,551	3,758	3,073
One	36.7	28.3	28.6	18.6	4,270	2,594	3,005
Two	24.5	17.4	19.6	10.1	2,917	1,641	2,802
Three	14.5	9.9	11.1	5.2	2,060	1,243	1,855
Four or more	—	—	—	—	—	—	—
Attendance patterns 1992–93							
Full-time, full-year	51.9	37.0	42.3	28.1	5,676	3,819	3,168
Full-time, part-year	46.0	38.1	35.9	24.6	3,757	2,172	2,624
Part-time, full-year	27.1	19.3	21.7	11.6	3,513	2,244	2,805
Part-time, part-year	22.9	17.6	17.6	10.4	2,879	1,436	2,898
Undergraduate program							
Vocational certificate	40.7	34.7	31.4	21.3	3,428	1,830	2,658
Associate's degree	27.6	20.2	22.9	9.1	2,691	1,612	2,610
Bachelor's degree	50.0	35.9	40.0	29.0	5,792	3,910	3,148
Other undergraduate	31.3	26.6	23.7	18.1	4,127	2,084	3,071

Table 5.1a—Percentage of financially dependent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected institution and education characteristics: 1992–93—Continued

	Received any aid	Received federal aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
Educational aspirations							
Certificate/other award	32.4	27.9	21.8	19.0	$3,683	$1,847	$2,812
Associate's degree	24.3	19.1	18.3	10.0	2,925	1,515	2,853
Bachelor's degree	31.5	23.3	25.0	15.4	4,069	2,561	2,884
Advanced degree	42.0	29.6	33.6	22.5	5,317	3,589	3,089
Institutional type							
Public							
Less-than-2-year	13.6	10.2	12.7	0.8	1,130	917	—
2-year	23.6	16.5	20.1	6.2	2,114	1,417	2,295
4-year, nondoctorate-granting	44.4	34.4	34.3	23.0	3,567	2,154	2,517
4-year, doctorate-granting	44.0	30.1	32.7	23.9	4,143	2,495	2,922
Private, not-for-profit							
Less-than-4-year	50.9	37.8	41.7	23.7	3,812	1,988	2,534
4-year, nondoctorate-granting	69.5	54.9	62.6	44.8	7,549	5,031	3,203
4-year, doctorate-granting	58.5	39.6	50.9	36.7	9,355	6,528	3,944
Private, for-profit	65.4	62.9	43.5	46.1	4,550	1,791	3,245

—Sample size is too small for a reliable estimate.
*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: The percentage of undergraduates receiving financial aid and the maximum amounts received refer to the 1992–93 award year. Several changes have occurred in federal financial aid programs since 1992–93.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 5.1b—Percentage of financially dependent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student characteristics: 1992–93

	Received any aid	Received federal aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
Total	41.7	30.8	33.5	21.7	$4,844	$3,140	$3,027
Gender							
Male	38.6	27.8	30.6	20.0	5,016	3,298	3,075
Female	44.0	33.0	35.8	22.9	4,716	3,040	2,991
Race–ethnicity of student							
American Indian/Alaskan Native	42.3	32.0	39.2	17.0	4,863	3,026	2,947
Asian/Pacific Islander	33.1	25.4	28.8	15.2	5,549	4,020	3,133
Black, non-Hispanic	58.9	51.5	50.1	34.4	4,967	2,960	2,768
Hispanic	45.1	39.8	41.0	16.9	3,998	2,697	2,835
White, non-Hispanic	38.9	27.2	30.2	20.7	4,871	3,183	3,081
Income percentile ranking							
Lowest quartile	68.2	63.0	63.5	36.7	4,896	3,056	2,888
Middle quartiles	37.8	26.1	27.6	21.5	5,014	3,271	3,031
Highest quartile	28.7	14.1	19.6	12.6	4,798	3,397	3,414
Parent's education							
Less than high school diploma	50.1	45.5	45.4	23.6	4,400	2,917	2,688
High school diploma/GED*	42.6	33.7	34.3	23.5	4,655	2,903	2,941
Postsec. ed. less than bachelor's	38.3	28.1	29.9	20.8	4,606	2,831	3,011
Bachelor's or higher	33.3	20.4	25.8	16.1	5,265	3,747	3,184
Average hours worked/week while enrolled							
Not employed	41.9	32.0	34.8	19.9	4,778	3,234	2,980
1–20 hours	44.6	32.7	35.9	25.1	5,474	3,612	3,061
21–34 hours	32.0	23.7	24.0	16.8	3,971	2,347	2,985
35 hours or more	22.6	15.2	17.1	10.1	3,490	2,047	2,901
Disability status							
Not disabled	37.9	27.4	30.2	19.8	4,884	3,226	3,020
Disabled	31.2	21.0	24.0	13.3	4,148	2,775	3,121
Number in postsecondary education							
One	56.2	44.8	45.0	32.0	5,052	3,226	2,947
Two or more	58.5	47.5	48.1	35.0	5,604	3,560	3,112

Table 5.1b—Percentage of financially dependent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student characteristics: 1992–93—Continued

	Received any aid	Received federal aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
Family income							
Less than $10,000	78.5	75.7	74.9	39.5	$4,819	$3,059	$2,938
$10,000–$19,999	72.1	67.1	67.4	36.9	4,788	3,031	2,889
$20,000–$29,999	61.0	54.0	55.1	37.3	5,075	2,968	2,866
$30,000–$39,999	46.4	35.2	35.4	28.5	4,980	3,011	3,007
$40,000–$49,999	33.2	22.6	22.8	19.3	5,252	3,620	3,022
$50,000–$59,999	32.3	18.3	21.9	16.1	4,939	3,622	3,129
$60,000–$69,999	30.0	15.8	20.5	14.6	4,937	3,394	3,233
$70,000–$79,999	32.6	18.0	22.2	15.6	4,896	3,415	3,391
$80,000–$99,999	29.2	14.0	19.7	12.4	4,655	3,378	3,531
$100,000 or more	19.8	5.9	14.2	4.9	4,113	3,164	3,946

NOTE: The percentage of undergraduates receiving financial aid and the maximum amounts received refer to the 1992–93 award year. Several changes have occurred in federal financial aid programs since 1992–93.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 5.2a—Percentage of financially independent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected institution and education characteristics: 1992–93

	Received any aid	Received federal aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
Total	41.2	31.7	35.7	17.9	$3,544	$1,987	$3,531
Undergraduate class level							
1st year-freshman	40.1	31.0	34.6	15.0	2,890	1,669	3,238
2nd year-sophomore	40.3	29.7	35.5	16.2	3,419	2,026	3,281
3rd year-junior	53.0	43.5	46.8	28.1	4,607	2,514	3,806
4th year-senior	47.4	37.6	39.9	28.1	4,829	2,502	4,009
Level unknown	19.6	11.0	16.6	5.1	2,267	1,339	3,625
Level of institution							
Less-than-2-year	64.3	59.8	54.0	31.1	3,443	1,887	3,407
2-year	32.1	22.6	28.3	9.6	2,422	1,453	3,014
4 years or more	50.5	39.6	43.1	28.4	4,758	2,600	3,857
Control of institution							
Public	34.5	25.2	30.4	12.6	2,928	1,676	3,207
Private, not-for-profit	55.1	40.6	49.0	27.7	5,255	3,107	4,195
Private, for-profit	74.7	69.5	58.8	45.9	4,125	2,044	3,708
Cumulative grade point average							
Less than 2.0	36.0	28.4	33.0	11.8	2,774	1,604	3,111
2.0–2.9	47.7	38.5	42.0	21.4	3,818	2,127	3,546
3.0–3.49	41.6	31.4	35.9	19.7	3,766	2,085	3,567
3.5 or higher	34.2	23.3	28.7	14.6	3,472	1,938	3,603
Delayed postsecondary enrollment							
Did not delay	34.5	24.7	29.4	16.3	3,855	2,120	3,732
Delayed	42.9	33.3	37.1	18.5	3,516	1,975	3,485
Number of risk factors*							
None	(†)	(†)	(†)	(†)	(†)	(†)	(†)
One	65.0	55.8	53.1	42.0	5,456	3,018	3,781
Two	53.4	45.2	43.9	30.3	4,628	2,519	3,769
Three	32.9	23.7	27.6	14.5	3,380	1,852	3,581
Four or more	36.1	25.3	32.7	12.2	2,811	1,657	3,273
Attendance patterns 1992–93							
Full-time, full-year	73.4	65.1	63.0	42.9	5,298	2,906	3,972
Full-time, part-year	65.9	58.0	56.4	32.6	3,378	1,892	3,081
Part-time, full-year	35.2	23.7	30.9	12.1	2,920	1,722	3,436
Part-time, part-year	22.5	13.4	19.6	5.8	1,852	1,065	3,016
Undergraduate program							
Vocational certificate	47.7	40.3	40.3	21.0	3,174	1,782	3,263
Associate's degree	34.9	24.8	31.1	9.9	2,471	1,551	2,982
Bachelor's degree	51.9	40.7	44.1	30.1	4,941	2,682	3,920
Other undergraduate	27.5	19.7	23.3	13.7	3,380	1,487	3,563

Table 5.2a—Percentage of financially independent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected institution and education characteristics: 1992–93—Continued

	Received any aid	Received federal aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
Educational aspirations							
Certificate/other award	35.8	28.2	29.4	14.4	$3,026	$1,771	$3,285
Associate's degree	34.5	22.9	30.1	9.9	2,281	1,415	3,057
Bachelor's degree	33.4	22.4	28.3	12.3	2,843	1,692	3,234
Advanced degree	39.1	28.8	33.4	19.3	4,178	2,270	3,820
Institutional type							
Public							
Less-than-2-year	25.3	20.2	22.2	1.3	1,602	1,375	3,079
2-year	29.2	19.6	26.4	6.7	2,076	1,357	2,677
4-year, nondoctorate-granting	46.1	37.8	40.6	23.7	3,771	2,062	3,236
4-year, doctorate-granting	50.2	40.6	40.9	31.9	4,653	2,307	3,720
Private, not-for-profit							
Less-than-4-year	56.5	46.4	49.8	27.0	3,329	1,951	2,810
4-year, nondoctorate-granting	56.2	41.0	50.5	27.1	4,913	2,961	3,964
4-year, doctorate-granting	51.7	36.3	45.1	29.3	7,276	4,196	5,394
Private, for-profit	74.7	69.5	58.8	45.9	4,125	2,044	3,708

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.
†All independent students have at least one risk factor.

NOTE: The percentage of undergraduates receiving financial aid and the maximum amounts received refer to the 1992–93 award year. Several changes have occurred in federal financial aid programs since 1992–93.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 5.2b—Percentage of financially independent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student characteristics: 1992–93

	Received any aid	Received federal aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
Total	41.2	31.7	35.7	17.9	$3,544	$1,987	$3,531
Gender							
Male	39.7	28.4	33.1	17.7	3,765	2,058	3,710
Female	42.0	33.6	37.3	17.8	3,383	1,935	3,408
Race–ethnicity of student							
American Indian/Alaskan Native	50.2	34.6	44.1	14.4	3,091	1,995	3,234
Asian/Pacific Islander	27.5	23.7	24.0	15.1	4,386	2,507	3,524
Black, non-Hispanic	50.7	42.8	45.3	20.3	3,440	2,057	3,263
Hispanic	41.0	31.5	36.6	13.1	3,135	1,994	3,375
White, non-Hispanic	39.5	29.6	33.8	17.9	3,582	1,950	3,593
Marital status							
Not married	47.1	38.3	41.3	21.5	3,797	2,127	3,527
Married	32.7	22.0	27.1	13.4	3,138	1,733	3,588
Divorced/separated/widowed	62.4	56.4	60.2	23.1	3,342	1,984	3,166
Age as of 12/31/92							
23 years or younger	71.9	62.0	63.6	36.1	3,955	2,246	3,239
24–29 years	41.2	33.8	35.1	19.8	3,773	2,000	3,651
30 years or older	33.3	22.6	28.8	12.1	3,143	1,829	3,638
Number of dependents							
None	37.9	27.9	31.2	17.7	3,803	2,102	3,678
One or more	46.0	37.2	41.9	18.6	3,280	1,881	3,350
Single parent status							
Not single parent	37.2	27.1	31.1	16.6	3,575	1,970	3,633
Single parent	65.1	58.7	62.6	25.9	3,440	2,038	3,152
Income percentile ranking							
Lowest quartile	72.0	66.4	68.1	34.0	4,152	2,360	3,353
Middle quartiles	36.0	26.0	29.4	15.3	3,184	1,662	3,655
Highest quartile	20.4	7.8	15.1	6.9	2,614	1,512	3,900
Parent's education							
Less than high school diploma	37.2	26.5	33.1	12.8	2,901	1,764	3,242
High school diploma/GED*	36.8	25.8	31.0	15.5	3,363	1,885	3,559
Postsec. ed. less than bachelor's	40.4	29.1	34.9	17.8	3,618	2,059	3,545
Bachelor's or higher	31.8	22.8	26.5	15.2	3,984	2,147	3,808
Average hours worked/week while enrolled							
Not employed	45.4	38.5	39.8	19.1	3,721	2,199	3,571
1–20 hours	50.2	42.3	44.1	28.0	4,655	2,447	3,700
21–34 hours	42.0	33.8	34.5	22.9	3,925	2,096	3,424
35 hours or more	25.3	12.4	21.3	7.4	2,398	1,385	3,658

Table 5.2b—Percentage of financially independent undergraduates receiving financial aid for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student characteristics: 1992–93—Continued

	Received any aid	Received federal aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
Disability status							
Not disabled	35.2	25.2	30.1	15.2	$3,485	$1,953	$3,578
Disabled	39.9	27.8	33.2	14.6	3,342	1,995	3,389
Student income							
Less than $5,000	78.0	72.9	74.4	36.5	4,303	2,480	3,367
$5,000–$9,999	71.6	65.8	67.2	34.5	4,035	2,250	3,332
$10,000–$19,999	44.7	36.1	36.7	20.3	3,470	1,859	3,664
$20,000–$29,999	31.0	20.0	25.4	12.0	2,864	1,435	3,611
$30,000–$49,999	22.0	10.4	16.4	8.5	2,736	1,430	3,732
$50,000 or more	18.6	4.8	14.2	4.4	2,337	1,531	4,390
High school degree or equivalency status							
High school degree	39.6	29.9	34.0	17.8	3,658	2,037	3,583
GED or high school equivalent*	48.4	38.6	43.7	18.7	3,103	1,754	3,331
No high school credential	56.7	49.4	52.2	13.8	2,426	1,736	2,480

*Passed tests of General Educational Development or high school equivalent.

NOTE: The percentage of undergraduates receiving financial aid and the maximum amounts received refer to the 1992–93 award year. Several changes have occurred in federal financial aid programs since 1992–93.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 5.3a—Percentage distribution of undergraduates according to the industry in which they were employed, by selected institution and education characteristics: 1992–93

	Agriculture/ mining/ construction	Manufac- turing	Transportation/ communi- cation/ utility	Wholesale/ retail	Finance/ business	Personal/ entertain- ment	Professional service/ public administration
Total	7.0	10.3	4.4	24.6	15.1	6.8	31.8
Undergraduate class level							
1st year-freshman	7.1	10.8	4.3	27.3	15.1	6.8	28.5
2nd year-sophomore	6.1	10.4	4.5	25.2	14.0	7.5	32.4
3rd year-junior	7.6	9.0	4.7	23.1	16.3	7.3	32.1
4th year-senior	7.2	9.2	3.9	20.3	15.6	6.3	37.6
Level unknown	8.0	12.7	6.1	12.1	16.7	3.1	41.4
Level of institution							
Less-than-2-year							
2-year	7.4	11.1	4.8	24.1	15.5	6.0	31.1
4 years or more	6.6	9.1	3.9	24.8	14.9	7.6	33.1
Control of institution							
Public	7.3	10.3	4.3	25.2	14.9	6.6	31.5
Private, not-for-profit	6.0	9.9	4.0	19.8	15.4	7.2	37.8
Private, for-profit	5.5	11.9	7.0	29.6	18.3	8.2	19.5
Cumulative grade point average							
Less than 2.0	8.7	10.4	2.9	30.5	14.0	8.1	25.4
2.0–2.9	6.7	9.6	4.1	28.9	15.2	7.1	28.3
3.0–3.49	6.7	11.0	4.8	22.2	15.4	7.3	32.6
3.5 or higher	5.6	10.0	4.7	17.7	16.1	4.7	41.1
Delayed postsecondary enrollment							
Did not delay	6.8	9.2	3.8	27.5	14.7	7.7	30.3
Delayed	7.3	11.9	5.4	19.3	16.2	5.1	34.8
Number of risk factors*							
None	6.6	7.8	2.4	33.3	12.6	10.1	27.3
One	6.7	8.1	3.5	34.2	13.9	8.9	24.8
Two	7.4	9.4	4.5	28.3	14.7	6.6	29.1
Three	7.3	11.3	4.9	19.5	17.4	4.6	34.9
Four or more	7.1	13.5	6.3	11.2	17.5	3.5	40.8
Attendance patterns 1992–93							
Full-time, full-year	7.2	7.9	3.1	30.7	12.7	9.4	29.0
Full-time, part-year	7.0	11.1	3.3	30.1	15.0	8.0	25.5
Part-time, full-year	6.5	11.4	5.0	22.2	15.9	5.6	33.4
Part-time, part-year	7.3	11.4	5.5	18.7	16.8	4.8	35.5
Undergraduate program							
Vocational certificate	7.5	11.9	5.1	23.2	15.6	6.1	30.6
Associate's degree	6.5	10.9	4.5	25.8	15.1	6.2	31.0
Bachelor's degree	6.6	9.2	4.0	25.4	14.9	7.9	32.0
Other undergraduate	10.5	12.6	3.1	19.1	14.7	3.7	36.3

Table 5.3a—Percentage distribution of undergraduates according to the industry in which they were employed, by selected institution and education characteristics: 1992–93—Continued

	Agriculture/ mining/ construction	Manufac- turing	Transportation/ communi- cation/ utility	Wholesale/ retail	Finance/ business	Personal/ entertain- ment	Professional service/ public administration
Educational aspirations							
Certificate/other award	8.4	15.5	5.8	23.0	16.9	5.0	25.5
Associate's degree	7.3	11.6	5.7	24.9	17.7	5.6	27.2
Bachelor's degree	7.9	11.1	4.4	24.4	15.7	6.5	30.0
Advanced degree	6.2	9.0	4.1	24.6	14.6	7.2	34.3
Institutional type							
Public							
Less-than-2-year	6.6	14.3	4.1	25.4	11.8	4.5	33.4
2-year	7.4	11.1	4.8	24.0	15.2	5.9	31.5
4-year, nondoctorate-granting	7.5	9.2	3.5	26.8	14.5	7.2	31.3
4-year, doctorate-granting	7.0	8.5	3.6	26.9	14.6	8.1	31.3
Private, not-for-profit							
Less-than-4-year	10.0	13.6	4.5	19.3	17.5	4.3	30.9
4-year, nondoctorate-granting	5.8	9.7	4.1	19.6	14.8	7.1	38.9
4-year, doctorate-granting	5.1	9.1	3.6	20.2	15.8	8.1	38.2
Private, for-profit	5.5	11.9	7.0	29.6	18.3	8.2	19.5

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 5.3b—Percentage distribution of undergraduates according to the industry in which they were employed, by selected student characteristics: 1992–93

	Agriculture/ mining/ construction	Manufac- turing	Transportation/ communi- cation/ utility	Wholesale/ retail	Finance/ business	Personal/ entertain- ment	Professional service/ public administration
Total	7.0	10.3	4.4	24.6	15.1	6.8	31.8
Gender							
Male	10.8	12.7	5.6	24.7	15.0	7.1	24.2
Female	3.7	8.3	3.4	24.6	15.3	6.5	38.4
Race–ethnicity of student							
American Indian/Alaskan Native	8.8	9.3	4.2	22.1	13.5	7.4	34.7
Asian/Pacific Islander	3.2	12.7	3.6	24.9	16.5	7.5	31.6
Black, non-Hispanic	3.9	8.8	5.3	20.7	15.0	4.8	41.6
Hispanic	5.0	10.5	4.4	27.3	13.6	7.6	31.6
White, non-Hispanic	7.7	10.4	4.3	24.9	15.3	6.9	30.6
Marital status							
Not married	7.0	9.6	3.7	29.6	14.3	8.1	27.7
Married	7.0	12.1	6.4	11.8	17.7	3.4	41.6
Divorced/separated/widowed	3.5	11.5	4.3	21.5	7.7	3.1	48.4
Dependency status							
Dependent	6.8	8.6	3.0	34.1	13.2	9.3	25.1
Independent	7.2	11.9	5.7	15.5	17.0	4.4	38.2
Income and dependency status							
Dependent							
Less than $10,000	5.0	9.1	2.4	34.2	14.9	10.7	23.8
$10,000–$19,999	5.6	8.6	2.8	33.6	11.8	9.1	28.6
$20,000–$29,999	6.6	7.4	3.0	34.3	11.9	8.8	27.9
$30,000–$39,999	6.4	8.6	4.0	38.3	12.4	8.3	22.0
$40,000–$49,999	5.7	8.6	3.2	39.1	13.8	6.7	22.9
$50,000–$59,999	7.5	8.0	2.2	31.4	14.0	11.4	25.5
$60,000–$69,999	8.9	8.2	2.5	33.2	11.9	8.5	26.7
$70,000–$79,999	6.4	8.9	2.4	32.5	11.8	10.5	27.6
$80,000–$99,999	7.1	11.4	3.7	30.3	13.0	9.5	25.1
$100,000 or more	8.8	9.1	3.5	24.4	16.4	13.4	24.4
Independent							
Less than $5,000	4.7	9.3	2.9	26.4	14.9	8.4	33.4
$5,000–$9,999	6.6	9.7	3.0	27.8	12.6	8.1	32.2
$10,000–$19,999	8.5	10.3	4.6	20.5	16.4	5.0	34.8
$20,000–$29,999	7.0	14.0	6.0	14.2	17.0	4.1	37.7
$30,000–$49,999	7.9	12.5	7.0	9.2	18.8	2.8	41.8
$50,000 or more	5.7	14.0	8.3	6.8	19.2	1.8	44.3
Age as of 12/31/92							
23 years or younger	6.9	8.7	3.0	33.5	13.2	9.1	25.7
24–29 years	6.9	11.7	6.1	19.3	18.8	4.7	32.5
30 years or older	7.4	12.6	6.2	10.2	16.7	3.6	43.3

Table 5.3b—Percentage distribution of undergraduates according to the industry in which they were employed, by selected student characteristics: 1992–93—Continued

	Agriculture/ mining/ construction	Manufac- turing	Transportation/ communi- cation/ utility	Wholesale/ retail	Finance/ business	Personal/ entertain- ment	Professional service/ public administration
Number of dependents							
None	7.0	9.6	4.1	28.2	15.3	7.5	28.4
One or more	7.2	12.7	5.4	12.3	14.8	4.1	43.5
Single parent status							
Not single parent	7.0	10.2	4.5	25.0	15.3	6.9	31.1
Single parent	6.7	12.1	3.1	18.4	13.4	5.1	41.2
Income percentile ranking							
Lowest quartile	5.9	8.9	2.8	30.8	13.4	8.6	29.6
Middle quartiles	7.2	10.2	4.4	26.0	15.4	6.3	30.5
Highest quartile	7.4	11.5	5.5	17.8	16.0	6.2	35.7
Parent's education							
Less than high school diploma	5.3	11.7	6.6	18.7	15.7	4.8	37.2
High school diploma/GED*	7.2	11.1	4.7	23.5	15.1	6.5	31.8
Postsec. ed. less than bachelor's	7.2	9.9	3.9	27.3	15.0	5.6	31.1
Bachelor's or higher	7.3	8.9	3.8	26.1	14.6	8.6	30.7
Average hours worked/week while enrolled							
Not employed	(†)	(†)	(†)	(†)	(†)	(†)	(†)
1–20 hours	6.3	6.8	3.5	28.6	12.2	8.5	34.2
21–34 hours	5.5	7.3	2.7	38.2	13.8	7.4	25.2
35 hours or more	7.1	13.5	6.0	16.8	17.8	4.3	34.6
Disability status							
Not disabled	6.9	10.3	4.3	24.8	15.0	6.9	31.8
Disabled	8.8	8.7	6.3	21.6	17.8	5.5	31.4
High school degree or equivalency status							
High school degree	6.9	10.1	4.4	24.8	15.3	6.8	31.7
GED or high school equivalent*	9.2	12.6	3.9	18.5	14.3	5.1	36.4
No high school credential	8.7	9.8	6.1	28.8	8.4	10.3	28.0

†Not applicable.
*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 5.4a—Percentage distribution of undergraduates according to students' plans for the next year (1993–94), by selected institution and education characteristics: 1992–93

	Enrolled in school only	Working at a job only	Full-time student working	Part-time student working	Full-time worker in school	Part-time worker in school
Total	13.3	19.2	28.9	6.7	26.0	5.9
Undergraduate class level						
1st year-freshman	13.6	17.6	27.8	7.4	26.9	6.7
2nd year-sophomore	15.3	12.0	34.0	7.5	25.0	6.2
3rd year-junior	16.6	10.8	41.0	4.3	22.1	5.3
4th year-senior	8.7	35.7	21.4	5.5	24.7	4.0
Level unknown	7.4	35.2	8.5	5.2	39.0	4.8
Level of institution						
Less-than-2-year	7.5	42.3	13.5	5.0	24.6	7.1
2-year	11.8	18.5	22.1	8.5	32.3	6.8
4 years or more	15.5	17.3	37.8	4.9	19.6	4.8
Control of institution						
Public	13.1	17.8	28.8	7.2	26.9	6.2
Private, not-for-profit	16.9	17.1	34.8	4.8	22.1	4.3
Private, for-profit	7.4	40.7	16.4	4.6	24.6	6.3
Grade point average						
Less than 2.0	11.6	16.9	27.3	8.7	27.3	8.2
2.0–2.9	14.1	16.4	36.0	6.1	21.3	6.2
3.0–3.49	14.2	18.7	30.5	6.4	25.2	5.0
3.5 or higher	13.5	20.7	22.7	7.2	31.1	4.9
Delayed postsecondary enrollment						
Did not delay	13.5	18.0	35.7	6.1	21.0	5.6
Delayed	12.7	20.8	17.8	7.7	34.7	6.4
Number of risk factors*						
None	18.5	13.8	52.2	3.5	7.2	4.8
One	15.0	17.4	41.7	5.6	13.8	6.6
Two	12.0	20.9	27.0	8.8	24.2	7.1
Three	11.3	22.7	15.4	8.4	35.5	6.7
Four or more	8.7	21.6	7.7	8.3	48.6	5.1
Attendance patterns 1992–93						
Full-time, full-year	18.5	15.4	46.7	3.2	11.5	4.7
Full-time, part-year	13.5	25.2	31.9	4.7	19.3	5.4
Part-time, full-year	12.6	13.4	22.5	9.9	34.6	7.1
Part-time, part-year	8.0	26.0	13.8	8.5	37.3	6.4
Undergraduate program						
Vocational certificate	9.5	30.9	16.9	7.3	29.3	6.2
Associate's degree	12.4	15.2	25.4	8.8	31.1	7.2
Bachelor's degree	15.8	17.0	39.2	4.7	18.6	4.8
Other undergraduate	11.7	27.8	16.7	6.7	31.3	5.8

Table 5.4a—Percentage distribution of undergraduates according to students' plans for the next year (1993–94), by selected institution and education characteristics: 1992–93—Continued

	Enrolled in school only	Working at a job only	Full-time student working	Part-time student working	Full-time worker in school	Part-time worker in school
Educational aspirations						
Certificate/other award	8.4	48.0	7.9	6.0	23.2	6.5
Associate's degree	11.0	26.8	11.8	10.5	30.8	9.0
Bachelor's degree	11.7	19.4	23.5	7.5	31.1	6.8
Advanced degree	15.1	13.1	37.4	6.1	23.2	5.0
Institutional type						
Public						
Less-than-2-year	6.0	33.3	17.9	3.8	30.9	8.2
2-year	11.9	17.7	21.9	8.8	32.7	7.0
4-year, nondoctorate-granting	14.1	16.7	36.2	5.4	22.0	5.5
4-year, doctorate-granting	15.7	17.6	41.6	4.8	15.7	4.6
Private, not-for-profit						
Less-than-4-year	12.0	21.6	27.7	5.5	29.3	3.9
4-year, nondoctorate-granting	15.0	17.1	32.5	5.0	25.5	4.9
4-year, doctorate-granting	20.9	15.9	39.8	4.3	15.6	3.5
Private, for-profit	7.4	40.7	16.4	4.6	24.6	6.3

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 5.4b—Percentage distribution of undergraduates according to students' plans for the next year (1993–94), by selected student characteristics: 1992–93

	Enrolled in school only	Working at a job only	Full-time student working	Part-time student working	Full-time worker in school	Part-time worker in school
Total	13.3	19.2	28.9	6.7	26.0	5.9
Gender						
Male	12.3	18.5	31.0	6.1	26.9	5.3
Female	14.1	19.8	27.2	7.1	25.3	6.5
Race–ethnicity of student						
American Indian/Alaskan Native	12.2	15.7	21.9	5.9	34.0	10.4
Asian/Pacific Islander	24.9	11.8	32.9	8.6	15.5	6.4
Black, non-Hispanic	15.1	13.9	25.1	7.6	31.5	6.8
Hispanic	12.0	14.6	27.1	10.2	28.3	7.8
White, non-Hispanic	12.4	21.0	29.5	6.0	25.6	5.5
Marital status						
Not married	14.0	16.7	36.2	6.3	20.8	6.0
Married	11.1	25.4	10.5	7.6	39.7	5.8
Divorced/separated/widowed	18.1	23.5	17.9	6.2	26.6	7.7
Dependency status						
Dependent	15.6	14.7	44.0	5.6	14.1	6.0
Independent	11.1	23.4	14.7	7.6	37.3	5.9
Income and dependency status						
Dependent						
Less than $10,000	19.0	13.0	43.0	4.7	13.8	6.5
$10,000–$19,999	17.4	13.4	40.3	6.4	14.6	7.9
$20,000–$29,999	13.5	13.3	44.7	5.0	15.6	8.0
$30,000–$39,999	13.2	16.4	43.1	5.3	16.6	5.4
$40,000–$49,999	11.9	15.2	41.7	7.3	17.3	6.7
$50,000–$59,999	16.0	13.7	46.0	6.4	12.8	5.2
$60,000–$69,999	18.6	14.8	44.9	4.2	12.7	4.9
$70,000–$79,999	16.9	14.7	48.9	5.5	10.3	3.7
$80,000–$99,999	16.2	16.5	48.6	4.2	9.4	5.1
$100,000 or more	20.4	15.7	43.9	4.8	10.1	5.2
Independent						
Less than $5,000	17.8	21.6	29.2	6.5	16.6	8.3
$5,000–$9,999	15.8	22.5	25.8	7.6	21.0	7.4
$10,000–$19,999	10.0	21.0	18.9	8.8	35.2	6.0
$20,000–$29,999	9.5	23.8	9.5	7.5	44.1	5.5
$30,000–$49,999	9.8	26.1	8.3	7.2	44.1	4.5
$50,000 or more	8.6	23.5	7.0	7.7	47.4	5.8
Age as of 12/31/92						
23 years or younger	15.3	15.4	42.3	5.6	15.3	6.1
24–29 years	9.7	22.0	18.2	8.4	36.4	5.2
30 years or older	11.5	25.0	9.1	7.6	40.9	5.9

Table 5.4b—Percentage distribution of undergraduates according to students' plans for the next year (1993–94), by selected student characteristics: 1992–93—Continued

	Enrolled in school only	Working at a job only	Full-time student working	Part-time student working	Full-time worker in school	Part-time worker in school
Number of dependents						
None	13.3	17.8	34.8	6.5	21.9	5.7
One or more	13.2	23.3	10.5	7.3	39.1	6.7
Single parent status						
Not single parent	13.1	19.1	30.1	6.6	25.4	5.8
Single parent	15.8	20.9	13.8	8.1	34.2	7.3
Income percentile ranking						
Lowest quartile	16.1	18.0	34.2	6.3	17.5	8.0
Middle quartiles	11.6	19.0	28.7	7.1	28.1	5.6
Highest quartile	13.9	20.6	25.1	6.2	29.3	5.0
Parent's education						
Less than high school diploma	12.7	22.2	15.2	8.0	34.9	7.0
High school diploma/GED*	11.6	21.6	24.8	7.0	29.1	6.0
Postsec. ed. less than bachelor's	11.7	17.2	32.7	6.6	25.3	6.4
Bachelor's or higher	15.8	16.6	36.4	5.9	19.9	5.4
Average hours worked/week while enrolled						
Not employed	39.6	17.0	22.3	5.4	9.9	5.9
1–20 hours	10.2	17.5	47.6	6.0	10.3	8.4
21–34 hours	5.5	18.0	39.9	8.3	18.7	9.7
35 hours or more	3.0	21.0	12.2	8.0	52.6	3.2
Disability status						
Not disabled	12.9	19.3	29.2	6.7	26.0	5.8
Disabled	19.0	17.4	24.2	6.2	25.9	7.2
High school degree or equivalency status						
High school degree	13.2	18.9	29.7	6.6	25.8	5.9
GED or high school equivalent*	14.4	24.0	16.0	8.5	31.3	5.9
No high school credential	16.4	21.7	21.8	6.6	25.8	7.8

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Section 6
Postsecondary Education Aspirations and Community Service

- In 1992–93, undergraduates had high educational aspirations, with 57 percent aspiring to an advanced degree as their ultimate degree goal. Even among students who were currently in short-term vocational programs (i.e., in private, for-profit institutions), 34 percent aspired to a bachelor's degree, and 28 percent aspired to an advanced degree (table 6.1a).

- There was little variation in educational aspirations among racial–ethnic groups. Regardless of racial–ethnic identity, a majority (from 52 to 64 percent) aspired to an advanced degree (table 6.1b).

- Variation according to age, however, was found in relation to educational goals: younger students were more likely than older students to aspire to an advanced degree and less likely to aspire to an associate's degree or vocational certificate (table 6.1b).

Community Service

- Overall, nearly one-third (31 percent) of undergraduates were involved in community service in 1992–93 (table 6.2a).

- It was more common for undergraduates in bachelor's degree programs to be engaged in community service (about 37 percent) than it was for students pursuing associate's degrees or vocational certificates (27 percent and 24 percent, respectively) (table 6.2a).

- Women undergraduates were more likely to volunteer their time than men, and the same was true for students who were 30 or older compared with younger students (table 2.6b).

- Higher incomes were also associated with volunteer work: undergraduates from the highest income quartile were more likely to volunteer their time than those from either the middle or bottom quartiles (table 6.2b).

Table 6.1a—Percentage distribution of undergraduates according to their educational aspirations, by selected institution and education characteristics: 1992–93

	Certificate/ other award	Associate's degree	Bachelor's degree	Advanced degree
Total	4.5	7.6	31.1	56.8
Undergraduate class level				
1st year-freshman	7.4	11.8	36.4	44.5
2nd year-sophomore	1.8	7.1	34.7	56.4
3rd year-junior	0.8	1.7	22.9	74.6
4th year-senior	0.9	0.7	18.2	80.2
Level unknown	14.9	8.9	31.5	44.6
Level of institution				
Less-than-2-year	35.7	15.0	32.5	16.9
2-year	5.3	13.4	40.5	40.8
4 years or more	0.5	0.9	21.5	77.1
Control of institution				
Public	3.5	8.3	33.0	55.2
Private, not-for-profit	1.4	1.9	20.5	76.2
Private, for-profit	25.7	12.9	34.0	27.5
Cumulative grade point average				
Less than 2.0	4.8	11.1	39.0	45.2
2.0–2.9	2.0	5.7	31.2	61.1
3.0–3.49	3.3	6.3	29.2	61.1
3.5 or higher	4.9	8.0	28.3	58.8
Delayed postsecondary enrollment				
Did not delay	2.1	5.1	28.2	64.6
Delayed	7.5	11.8	36.5	44.2
Number of risk factors*				
None	1.1	3.0	22.0	73.9
One	2.2	6.4	29.2	62.2
Two	4.2	8.1	31.6	56.1
Three	6.3	8.3	34.3	51.2
Four or more	6.7	12.0	39.4	41.9
Attendance patterns 1992–93				
Full-time, full-year	2.5	3.5	23.6	70.4
Full-time, part-year	8.5	9.4	29.1	53.2
Part-time, full-year	3.0	8.7	34.6	53.7
Part-time, part-year	6.6	10.5	37.5	45.4
Undergraduate program				
Vocational certificate	20.8	14.0	33.5	31.8
Associate's degree	2.5	12.7	41.6	43.2
Bachelor's degree	0.3	0.5	20.3	78.9
Other undergraduate	11.2	10.4	34.8	43.6

Table 6.1a—Percentage distribution of undergraduates according to their educational aspirations, by selected institution and education characteristics: 1992–93—Continued

	Certificate/ other award	Associate's degree	Bachelor's degree	Advanced degree
Institutional type				
Public				
Less-than-2-year	25.3	21.7	36.9	16.1
2-year	5.0	13.2	40.6	41.3
4-year, nondoctorate-granting	0.7	1.3	25.1	73.0
4-year, doctorate-granting	0.4	0.5	20.1	79.1
Private, not-for-profit				
Less-than-4-year	10.3	11.9	36.8	41.0
4-year, nondoctorate-granting	0.5	1.2	22.2	76.2
4-year, doctorate-granting	0.5	0.4	14.3	84.8
Private, for-profit	25.7	12.9	34.0	27.5

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 6.1b—Percentage distribution of undergraduates according to their educational aspirations, by selected student characteristics: 1992–93

	Certificate/ other award	Associate's degree	Bachelor's degree	Advanced degree
Total	4.5	7.6	31.1	56.8
Gender				
Male	3.8	7.0	31.3	57.9
Female	5.1	8.0	31.0	55.9
Race–ethnicity of student				
American Indian/Alaskan Native	5.9	10.9	29.6	53.6
Asian/Pacific Islander	3.5	5.3	27.6	63.7
Black, non-Hispanic	5.6	7.2	27.2	60.1
Hispanic	7.0	7.9	32.9	52.3
White, non-Hispanic	4.2	7.7	31.7	56.5
Marital status				
Not married	3.4	6.3	29.3	61.1
Married	7.3	10.4	35.8	46.5
Divorced/separated/widowed	10.6	13.9	34.3	41.2
Dependency status				
Dependent	2.1	5.7	27.3	64.8
Independent	6.8	9.3	34.7	49.2
Income and dependency status				
Dependent				
Less than $10,000	2.8	6.9	30.5	59.9
$10,000–$19,999	2.7	6.9	32.4	58.0
$20,000–$29,999	2.9	7.5	26.9	62.7
$30,000–$39,999	2.8	8.5	29.7	59.0
$40,000–$49,999	3.2	7.6	31.7	57.5
$50,000–$59,999	1.9	4.4	24.8	68.9
$60,000–$69,999	0.8	2.8	23.8	72.6
$70,000–$79,999	0.5	1.8	26.8	70.9
$80,000–$99,999	0.7	4.0	22.8	72.5
$100,000 or more	0.5	2.0	20.6	77.0
Independent				
Less than $5,000	7.4	7.1	27.5	58.0
$5,000–$9,999	7.2	8.7	30.6	53.6
$10,000–$19,999	6.1	9.5	35.1	49.4
$20,000–$29,999	6.9	9.6	39.0	44.6
$30,000–$49,999	8.2	10.1	36.0	45.8
$50,000 or more	4.6	9.2	35.0	51.2
Age as of 12/31/92				
23 years or younger	2.6	6.1	28.0	63.3
24–29 years	4.3	6.8	33.3	55.6
30 years or older	8.5	10.9	36.0	44.6
Number of dependents				
None	3.5	6.6	29.3	60.6
One or more	7.7	10.6	36.6	45.1

BEST COPY AVAILABLE

Table 6.1b—Percentage distribution of undergraduates according to their educational aspirations, by selected student characteristics: 1992–93—Continued

	Certificate/ other award	Associate's degree	Bachelor's degree	Advanced degree
Single parent status				
Not single parent	4.2	7.3	30.8	57.8
Single parent	9.4	11.4	35.3	44.0
Income percentile ranking				
Lowest quartile	5.1	7.7	29.9	57.3
Middle quartiles	4.6	8.0	32.7	54.8
Highest quartile	4.0	6.6	29.5	59.9
Parent's education				
Less than high school diploma	11.3	12.1	35.2	41.4
High school diploma/GED*	5.7	10.3	34.4	49.6
Postsec. ed. less than bachelor's	2.9	7.3	33.7	56.2
Bachelor's or higher	1.6	3.6	25.2	69.5
Average hours worked/week while enrolled				
Not employed	8.2	8.1	29.8	53.9
1–20 hours	2.4	5.8	24.9	66.9
21–34 hours	3.2	7.9	31.8	57.2
35 hours or more	4.8	9.2	37.9	48.1
Disability status				
Not disabled	4.3	7.4	31.2	57.1
Disabled	7.5	9.9	30.2	52.5
High school degree or equivalency status				
High school degree	3.9	7.2	30.9	58.0
GED or high school equivalent*	9.0	14.2	38.3	38.5
No high school credential	26.7	8.0	27.4	37.9

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 6.2a—Percentage distribution of undergraduates according to the number of hours of community service they performed per week, by selected institution and education characteristics: 1992–93

	None	1–2 hours	3–4 hours	5 hours or more
Total	68.9	13.3	5.8	12.0
Undergraduate class level				
1st year-freshman	73.5	10.9	4.8	10.8
2nd year-sophomore	68.5	13.2	6.4	11.8
3rd year-junior	63.0	16.1	7.2	13.7
4th year-senior	60.8	18.1	6.7	14.4
Level unknown	67.0	14.9	5.2	12.9
Level of institution				
Less-than-2-year	83.3	5.0	3.2	8.5
2-year	72.5	11.0	5.2	11.3
4 years or more	63.3	16.8	6.6	13.3
Control of institution				
Public	69.3	13.0	5.7	12.1
Private, not-for-profit	60.5	18.6	7.3	13.6
Private, for-profit	84.0	4.6	3.3	8.1
Cumulative grade point average				
Less than 2.0	75.5	8.8	4.8	11.0
2.0–2.9	70.3	12.3	5.3	12.2
3.0–3.49	66.8	14.3	7.0	11.9
3.5 or higher	62.1	18.2	6.5	13.3
Delayed postsecondary enrollment				
Did not delay	65.9	15.5	6.1	12.6
Delayed	73.0	10.3	5.4	11.3
Number of risk factors*				
None	64.9	16.8	6.2	12.1
One	71.3	11.9	4.9	11.8
Two	73.3	10.9	4.8	11.0
Three	67.9	13.3	6.6	12.3
Four or more	67.5	13.2	6.1	13.2
Total federal grant amount				
Received no federal grant	68.4	13.8	5.9	11.9
$1–$499	68.6	9.8	6.7	15.0
$500–$999	72.7	9.3	5.6	12.5
$1,000 or more	71.2	11.6	5.1	12.2
Total federal loan amount (except PLUS)				
No federal loan	69.3	13.2	5.7	11.8
Less than $1,000	71.4	12.7	5.3	10.6
$1,000–$2,499	67.9	14.3	5.4	12.4
$2,500 or more	66.4	14.1	6.0	13.5

Table 6.2a—Percentage distribution of undergraduates according to the number of hours of community service they performed per week, by selected institution and education characteristics: 1992–93—Continued

	None	1–2 hours	3–4 hours	5 hours or more
Attendance patterns 1992–93				
Full-time, full-year	66.2	15.6	6.0	12.2
Full-time, part-year	73.6	10.6	4.7	11.1
Part-time, full-year	68.6	13.2	5.8	12.4
Part-time, part-year	70.2	12.0	5.9	12.0
Undergraduate program				
Vocational certificate	76.4	9.1	4.4	10.1
Associate's degree	72.7	10.6	5.4	11.3
Bachelor's degree	62.8	17.2	6.7	13.2
Other undergraduate	71.4	12.4	4.5	11.7
Educational aspirations				
Certificate/other award	80.6	6.6	4.2	8.6
Associate's degree	78.1	9.4	4.4	8.2
Bachelor's degree	75.0	10.4	4.7	9.9
Advanced degree	61.6	16.8	7.1	14.6
Institutional type				
Public				
Less-than-2-year	76.2	8.4	5.3	10.0
2-year	72.2	11.1	5.3	11.4
4-year, nondoctorate-granting	65.5	15.3	5.8	13.4
4-year, doctorate-granting	63.9	16.7	6.5	12.8
Private, not-for-profit				
Less-than-4-year	70.4	14.9	5.9	8.8
4-year, nondoctorate-granting	60.3	17.8	7.7	14.3
4-year, doctorate-granting	58.2	20.7	7.2	13.9
Private, for-profit	84.0	4.6	3.3	8.1

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table 6.2b—Percentage distribution of undergraduates according to the number of hours of community service they performed per week, by selected student characteristics: 1992–93

	None	1–2 hours	3–4 hours	5 hours or more
Total	68.9	13.3	5.8	12.0
Gender				
Male	71.0	12.8	4.5	11.8
Female	67.2	13.8	6.8	12.2
Race–ethnicity of student				
American Indian/Alaskan Native	64.4	11.5	12.4	11.7
Asian/Pacific Islander	77.7	8.2	5.2	9.0
Black, non-Hispanic	71.3	8.0	6.5	14.1
Hispanic	76.6	7.4	4.8	11.2
White, non-Hispanic	67.2	15.1	5.7	12.0
Marital status				
Not married	70.7	12.4	5.4	11.5
Married	64.2	15.7	6.7	13.4
Divorced/separated/widowed	70.3	13.1	6.1	10.5
Dependency status				
Dependent	69.6	13.4	5.3	11.7
Independent	68.3	13.2	6.2	12.4
Income and dependency status				
Dependent				
Less than $10,000	74.4	8.3	6.4	10.9
$10,000–$19,999	73.0	10.4	5.9	10.7
$20,000–$29,999	72.1	10.6	5.0	12.3
$30,000–$39,999	72.9	11.4	4.0	11.7
$40,000–$49,999	74.0	11.7	3.6	10.8
$50,000–$59,999	69.7	13.5	5.6	11.3
$60,000–$69,999	65.0	15.8	6.9	12.3
$70,000–$79,999	59.8	20.3	6.2	13.7
$80,000–$99,999	65.9	17.1	5.4	11.6
$100,000 or more	57.9	22.0	7.0	13.1
Independent				
Less than $5,000	74.9	9.9	4.1	11.1
$5,000–$9,999	71.2	10.4	5.5	12.9
$10,000–$19,999	74.4	10.5	5.3	9.9
$20,000–$29,999	71.3	11.4	6.5	10.8
$30,000–$49,999	63.4	15.3	7.0	14.3
$50,000 or more	56.8	20.4	7.8	14.9
Age as of 12/31/92				
23 years or younger	70.7	12.9	5.1	11.3
24–29 years	73.7	10.8	5.2	10.3
30 years or older	62.9	15.4	7.4	14.4
Number of dependents				
None	70.4	12.8	5.5	11.3
One or more	64.0	15.0	6.5	14.5

Table 6.2b—Percentage distribution of undergraduates according to the number of hours of community service they performed per week, by selected student characteristics: 1992–93—Continued

	None	1–2 hours	3–4 hours	5 hours or more
Single parent status				
Not single parent	68.8	13.4	5.8	12.0
Single parent	70.6	11.6	5.2	12.5
Income percentile ranking				
Lowest quartile	72.9	10.2	5.1	11.9
Middle quartiles	71.7	11.9	5.3	11.1
Highest quartile	60.9	18.3	7.0	13.9
Parent's education				
Less than high school diploma	74.2	9.2	5.8	10.9
High school diploma/GED*	71.8	11.8	5.3	11.1
Postsec. ed. less than bachelor's	68.5	13.2	6.2	12.1
Bachelor's or higher	63.8	16.6	6.3	13.3
Average hours worked/week while enrolled				
Not employed	73.9	8.9	5.3	12.0
1–20 hours	64.8	16.0	6.5	12.7
21–34 hours	71.3	12.6	5.5	10.7
35 hours or more	68.4	13.5	5.7	12.4
Disability status				
Not disabled	69.3	13.2	5.7	11.7
Disabled	63.2	14.2	6.1	16.5
High school degree or equivalency status				
High school degree	68.3	13.7	5.9	12.2
GED or high school equivalent*	75.7	9.1	4.9	10.4
No high school credential	82.5	5.3	2.3	9.9

*Passed tests of General Educational Development or high school equivalent.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Appendix A

Glossary

This glossary describes the variables used in this report in the order that they first appear. The variables were taken directly from the NCES NPSAS:93 Undergraduate Data Analysis System (DAS), an NCES software application that generates tables from the NPSAS:93 data. A description of the DAS software can be found in appendix B. The labels in parentheses correspond to the names of the variables in the DAS.

The glossary is organized into five sections: a description of the risk factors identified in this study, other institution/education-related variables, student background characteristics, financial aid, and employment variables. The following is a list of variables that appear in this report and the glossary page number on which they can be found.

Risk Factors 150

Delayed postsecondary enrollment . . 150

Attendance patterns 1992–93 150

Dependency status in 1992 150

Number of dependents 151

Single parent status 151

Average number of hours worked per week while enrolled in 1992–93 . . 151

High school degree or equivalency status 151

Multiple risk factors index 151

Institutional and Education-Related Variables 152

Control of institution 152

Level of institution 152

Institutional level and control 153

Undergraduate class level 153

Undergraduate class level including graduation status 154

Undergraduate degree program 154

Highest level of education ever expect to complete (aspirations) 154

Major field of study 154

Cumulative grade point average . . . 155

Students Characteristics 155

Gender of student 155

Race–ethnicity of student 155

Age as of 12/31/92 156

Marital status in 1992 156

Income and dependency status 156

Income percentile ranking 157

Parents' education 157

Student-reported disabilities 157

Local residency (housing) 158

Financial Aid Variables 158

Total aid 158

Total federal aid 158

Total grant aid 158

Total loan aid 158

Employment and Community Service Variables 158

Future enrollment and employment plans 158

Occupation industry 159

Hours of community service in 1992–93 159

Risk Factors

Delayed postsecondary enrollment (DELAYENR)

Student delayed enrollment into postsecondary education. Immediate enrollment is defined as entry into PSE the same calendar year as graduating from high school or receiving a GED. The assumption is that high school graduation takes place in May or June and entry into PSE takes place that summer or fall.

Did not delay	Student entered PSE the same calendar year as high school graduation or GED receipt.
Delayed	Student entered PSE sometime after the year of high school graduation or GED receipt. Note that in the remote case a high school student graduated in December and entered PSE the following January or later, he or she would be considered a delayed entrant.

Attendance patterns 1992–93 (ATTNST3)

Composed of attendance status (full or part time) reported by the institution and the number of months a student was enrolled during the year. Students were considered to have enrolled for a full year if they were enrolled at least 9 months between July 1992 and June 1993. Months did not have to be contiguous, and students did not have to be enrolled for a full month in order to be considered enrolled for that month.

Full-time, full-year	Students were enrolled full time for at least 9 months out of 12.
Full-time, part-year	Students were enrolled full time for less than 9 months and never attended part time.
Part-time, full-year	Students were enrolled part time or a combination of full time/part time for at least 9 months.
Part-time, part-year	Includes students who were neither full time, full year or part time, full year.

Note when discussing full-time and part-time attendance with no reference to the time enrolled, the full-year and part-year groups were aggregated.

Dependency status in 1992 (DEPEND)

Students were considered independent if 1) the institution reported that they were independent, or 2) they met one of the following seven criteria:

Student was 24 years old or older as of 12/31/92;

Student was a veteran;

Student was an orphan or ward of the court;

Student had legal dependents other than spouse;

Student was married and not claimed by parents as a tax exemption in 1992; or

Student was a graduate student and not claimed as a tax exemption by parents in 1992;

Student was a single undergraduate, not claimed as a tax exemption by parents in either 1990 or 1991, and was self-sufficient for 2 years prior to receiving any federal aid.

Number of dependents (RDEPENDS)

Number of dependents reported by student not including spouse. Dependents include any individuals, whether children or elders, for whom the student was financially responsible.

No dependents

One or more dependents

Single parent status (SINGLPAR)

Students who had dependents but were not married.

Note that in the remote case a student was caring for dependents who were not the student's children (e.g., elderly parents or relatives) and the student was not married, the student was identified as a single parent.

Not single parent

Single parent

Average number of hours worked per week while enrolled in 1992–93 (EMWKHR3)

The average number of hours worked per week while enrolled (including work study). If the student reported being employed during the month, the average number of hours worked per week was derived based on the starting and ending dates and the hours reported for each job during the survey interview. Note that this variable only represents the average hours a student worked *while working and enrolled.* Thus, if a student worked an average of 20 hours per week while enrolled for 6 months and then did not work for the remaining 3 months of enrollment, the average hours would still be 20 hours per week.

Not employed	Student reported no hours of work during enrollment.
1–20 hours/week	Student worked 1–20 hours/week while enrolled.
21–34 hours/week	Student worked 21–34 hours/week while enrolled.
35 hours or more/week	Student worked full time while enrolled.

High school degree or equivalency status (HSDEG)

Form in which high school degree or equivalent was received.

High school diploma	Student graduated from high school.
GED or high school equivalent	Student did not graduate from high school but passed the General Educational Development (GED) exam or high school equivalent, administered by the American Council on Education.
No high school credential	Student neither graduated from high school nor earned a GED.

Multiple risk factors index (RISKINDX)

Represents an index of risk from 0–7 for seven characteristics that may adversely affect persistence and attainment. These characteristics include delayed enrollment, part-time

enrollment, financial independence, having dependents other than spouse, being a single parent, working full time while enrolled in school, and being a GED recipient. (For this last variable students who did not have a high school credential (1.9 percent) were excluded because they are limited to enrolling in postsecondary institutions that accept high school dropouts).

None	Student had no risk factors.
One	Student had one risk factor.
Two	Student had two risk factors.
Three	Student had three risk factors.
Four or more	Student had four or more risk factors.

Institutional and Education-Related Variables[34]

Control of institution (CONTROL)

Source of revenue and control of operations.

Public	A postsecondary education institution, which is supported primarily by public funds and operated by publicly elected or appointed officials who control the programs and activities.
Private, not-for-profit	A postsecondary institution that is controlled by an independent governing board and incorporated under section 501(c)(3) of the Internal Revenue Code.
Private, for-profit	A postsecondary institution that is privately owned and operated as a profit-making enterprise. Includes career colleges and proprietary institutions.

Level of institution (LEVEL)

Highest award offering of institution.

Less-than-2-year	At least one of the programs offered at the institution is 3 months long or longer, and produces a terminal award or certificate. In addition, no program at the institution lasts longer than 2 years.
2- to 3-year	Institution that does not confer bachelor's degrees, but does provide 2-year programs that result in certificates or an associate's degree, or 2- to 3-year programs that fulfill part of the requirements for a bachelor's degree or higher at 4-year institutions.
4-year or higher	Four-year institutions that can award bachelor's degrees or higher; includes institutions that can award bachelor's and master's degrees but not doctorates or first-professional degrees, and institutions that award doctorate degrees and first-

[34]For undergraduates who were enrolled in more than one institution at the time of the NPSAS survey, the institutional characteristics defined here refer to the NPSAS sampled institution.

professional degrees. These include chiropractic, pharmacy, dentistry, podiatry, medicine, veterinary medicine, optometry, law, osteopathic medicine, and theology.

Note in the report, 2- to 3-year institutions are referred to as "2-year" and 4-year or higher institutions are referred to as "4 years or more."

Institutional level and control (SECTOR_B)

Institution type by level and control. Institution level concerns the institution's highest offering (length of program and type of certificate, degree, or award), and control concerns the source of revenue and control of operations.

Public, less-than-2-year	Public less-than-2-year institution
Public, 2- to 3-year	Public 2- to 3-year institution
Public, 4-year nondoctorate-granting	Public 4-year institution not offering doctorate degrees
Public, 4-year doctorate-granting	Public 4-year institution offering doctorate degrees
Private, not-for-profit, less-than-2-year	Private independent less-than-2-year institution
Private, not-for-profit, 2- to 3-year	Private independent 2- to 3-year institution
Private, not-for-profit, 4-year non-doctorate-granting	Private independent 4-year institution not offering doctorate degrees
Private, not-for-profit, 4-year doctorate-granting	Private independent 4-year institution offering doctorate degrees
Private, for-profit, less-than-2-year	Private, for-profit less-than-2-year institution
Private, for-profit, 2 years or more	Private, for-profit 2-year or more institution

Note in this report, public 2- to 3-year and public less-than-2-year institutions were sometimes combined and referred to as "public less-than-4-year institutions."

Undergraduate class level (YEAR_R)

Year in school. A function of level determined from institutional data for first and last term, year in college from financial aid forms, student-reported data for first and last term, or sampling stratum.

Freshman (1st year undergrad)	Student's level was freshman or first year.
Sophomore (2nd year undergrad)	Student's level was sophomore or second year.
Junior (3rd year undergrad)	Student's level was junior or third year.
Senior (4th/5th year undergrad)	Student's level was senior or fourth/fifth year.
Undergraduate (level unknown)	Student's undergraduate level was unknown.

Undergraduate class level including graduation status (YEAR_R2)

Same as YEAR_R described above with the exception that seniors are broken out according to whether or not they attained their bachelor's degree in 1992–93.

Undergraduate degree program (PROGRAM)

Degree program in which student is enrolled as reported by the institution.

Vocational certificate	Student pursuing a certificate or formal award other than an associate's or bachelor's degree
Associate's degree	Student pursuing an associate's degree
Bachelor's degree	Student pursuing a Bachelor of Arts or Bachelor of Science degree
Other undergraduate	Student is not in any of the above programs

Highest level of education ever expect to complete (ANYHILVL)

The highest level of education students reported they hoped to achieve.

Certificate/other award	Student expected to earn a vocational certificate or license, or to attend college, but not to earn a bachelor's degree.
Associate's degree	Student expected to earn an associate's degree, but not a bachelor's degree.
Bachelor's degree	Student expected to earn a bachelor's degree, but not an advanced degree.
Advanced degree	Student expected to earn a master's, doctorate, or first-professional degree.

Major field of study (MAJORS3)

Humanities	English, liberal arts, philosophy, theology, art, music, speech/drama, art history/fine arts, area studies, African American studies, ethnic studies, foreign languages, liberal studies, women's studies, religious studies, commercial art, design.
Social/behavioral science	Psychology, economics, political science, American civilization, clinical pastoral care, social work, anthropology/archaeology, history, sociology.
Life sciences	Natural resources, forestry, biological science (including zoology), botany, biophysics, geography, interdisciplinary studies, including biopsychology, environmental studies.
Physical sciences	Physical sciences including chemistry, physics.
Mathematics	Mathematics, statistics.
Computer/information technology	Computer/information science, computer programming.

Engineering	Electrical, chemical, mechanical, civil, or other engineering; engineering technology; electronics.
Education	Early childhood, elementary, secondary, special, or physical education; other education; leisure studies; library/archival sciences.
Business/management	Accounting, finance, secretarial, data processing, business/management systems, public administration, marketing/distribution, business support, international relations.
Health	Nursing, nurse assisting, community/mental health, medicine, physical education/recreation, audiology, clinical health, dentistry, veterinary medicine, health/hospital, public health, dietetics, other/general health.
Vocational/technical	Mechanic technology including transportation, protective services, construction, air/other transportation, precision production.
Other technical	Agriculture, agricultural science, architecture, professional city planning, journalism, communications, communications technology, cosmetology, textiles, military science, dental/medical technology, home economics, vocational home economics including child care, law, paralegal, basic/personal skills.

Cumulative grade point average (GPA)

The cumulative grade point average (GPA) was reported by the institution and converted to a 4.0 scale. If the cumulative GPA was not available, the most recent GPA was used instead.

Under 2.0	Student had lower than a C average.
2.1–2.9	Student had a C to C+ average.
3.0–3.49	Student had a B to B+ average.
3.5 or higher	Student had a B+ to A average.

Student Characteristics

Gender of student (GENDER)

Male

Female

Race–ethnicity of student (RACE)

Asian/ Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.
Black, non-Hispanic	A person having origins in any of the black racial groups of Africa, not of Hispanic origin.

Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
American Indian/ Alaskan Native	A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
White, non-Hispanic	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Age as of 12/31/92 (AGE)

23 years or younger	Student was 23 years old or younger as of 12/31/92.
24–29 years	Student was between 24 and 29 years old as of 12/31/92.
30 years or older	Student was 30 or older as of 12/31/92.

Marital status in 1992 (SMARITAL)

Student's marital status as of NPSAS interview date.

Never married

Married

Divorced/widowed/separated

Income and dependency status (INCOME)

The source of income for dependent students is their parents or guardians; the source of income for independent students is their own assets or earnings including those of their spouse if they are married. Incomes in NPSAS:93 were derived from three sources: institutional records, parental reports, and student reports (in priority order).

Dependent students

Less than $10,000	Income of less than $10,000 in 1991
$10,000–$19,999	Income between $10,000 and $19,999 in 1991
$20,000–$29,999	Income between $20,000 and $29,999 in 1991
$30,000–$39,999	Income between $30,000 and $39,999 in 1991
$40,000–$49,999	Income between $40,000 and $49,999 in 1991
$50,000–$59,999	Income between $50,000 and $59,999 in 1991
$60,000–$69,999	Income between $60,000 and $69,999 in 1991
$70,000–$79,999	Income between $70,000 and $79,999 in 1991
$80,000–$99,999	Income between $80,000 and $99,999 in 1991
$100,000 or more	Income $100,000 or more in 1991

Independent students

Less than $5,000	Income less than $5,000 in 1991
$5,000–$9,999	Income between $5,000 and $9,999 in 1991
$10,000–$19,999	Income between $10,000 and $19,999 in 1991
$20,000–$29,999	Income between $20,000 and $29,999 in 1991
$30,000–$49,999	Income between $30,000 and $49,999 in 1991
$50,000 or more	Income $50,000 or more in 1991

Income percentile ranking (PCTALL)

Equal to the proportion of the sample who had an income lower than that recorded for the student in question. Calculated separately for dependent and independent students; each ranking thus compares the student only to other students of the same dependency status. Uses parents' income if student is dependent, and student's own income if student is independent.

Lowest quartile	Income falls at or below the lowest 25th percentile of undergraduate's income distribution.
Middle quartiles	Income falls between the 25th percentile and 75th percentile of undergraduate's income distribution.
Highest quartile	Income falls at or above the 75th percentile of undergraduate's income distribution.

Parent's education (PAREDUC)

The highest level of education completed by the student's parent (mother or father, whoever had the highest level).

Less than high school diploma	Neither parent graduated from high school or received a GED (General Educational Development) certificate.
High school diploma or GED	One or both parents graduated from high school or received a GED certificate.
Postsec. ed., less than a bachelor's degree	One or both parents had some postsecondary education, less than a bachelor's degree, including an associate's degree.
Bachelor's degree	One or both parents earned a bachelor's degree as their highest award.
Advanced degree	One or both parents earned an advanced degree including a master's degree, Ph.D., M.D., etc.

Student-reported disabilities (DISABLTY)

Student's response to the question, "Do you have any of the following disabilities: hearing impairment, speech disability or limitation, orthopedic or mobility limitation, specific learning disability, vision impairment that cannot be corrected with glasses, or you are legally blind, or have any other type of disabilities or handicaps." Note that a student with a hearing or speech disability too severe to participate in the survey could not be included.

Not disabled	Student reported having none of the above disabilities.
Disabled	Student reported having one or more of the above disabilities.

Local residency (LOCALRES)

Campus housing	Institution-owned living quarters for students. These are typically on-campus or off-campus dormitories, residence halls, or other facilities.

Off campus	Student lived off campus in noninstitution-owned housing but not with her or his parents.
With parents	Student lived at home with parents.

Financial Aid Variables[35]

Total aid amount (TOTAID)

Total amount of financial aid received by a student in 1992–93. Includes grants, loans, or work study as well as loans under the PLUS program. Students receiving aid were identified by the TOTAID variable having a positive value.

Total federal aid amount (TFEDAID)

Total amount of aid received by a student in 1992–93 from all federal aid programs. Positive values on this variable were also used to identify the percentage of student who received this category of aid.

Total grant amount (TOTGRT)

Total amount of grant aid received by a student in 1992–93. Grants are a type of student financial aid that does not require repayment or employment. At the undergraduate level it is usually (but not always) awarded on the basis of need, possibly combined with some skills or characteristics the student possesses. Grants are more frequently awarded on a merit basis at the graduate level. Grants include scholarships and fellowships. The percentage of students with grants is the percentage with positive amounts recorded for this variable.

Total loan amount (TOTLOAN)

Total amount of loan aid received by a student in 1992–93. This includes all loans through federal, state, or institutional programs except PLUS loans (which are made to parents). Loans are a type of student financial aid that advances funds and that are evidenced by a promissory note requiring the recipient to repay the specified amounts under prescribed conditions. The percentage of students with loans is the percentage with positive amounts recorded for this variable.

Employment and Community Service Variables

Future employment and enrollment plans (FUTRPLAN)

This variable is a combination of two variables that ask students to characterize themselves with regard to their next 12 months of school attendance (i.e., 1993–94) and employment plans.

Enrolled in school only	Full- or part-time student, with no plans to work during enrollment.
Working at a job only	Plans to work full time or part time but not be in school.

[35]The percentage of undergraduates receiving financial aid and the maximum amounts received refer to the 1992–93 award year. Several changes have occurred in federal financial aid programs since 1992–93.

Full-time student and working	Full-time student who will work full time or part time.
Part-time students and working	Part-time student who will work full time or part time.
Full-time worker and in school	Will work full time and take classes.
Part-time worker and in school	Will work part time and take classes.

Job industry in which student is employed (STUIND1)

Classification of job industry for the job held the longest during the 1992–93 year reported by the student.

Agriculture, mining, construction	Includes jobs in agriculture, forestry, fisheries, mining, and construction.
Manufacturing	Durable and non-durable goods.
Transportation, communication, utility	Transportation, communications, and utilities.
Wholesale, retail	Wholesale trade and retail trade industries.
Finance, insurance, real estate	Finance, insurance, and real estate industries.
Personal, entertainment, recreation	Personal services, entertainment, and recreation services.
Professional, public administration	Professional and related services, and public administration.

Hours of community service in 1992–93 (COMSERHR)

Hours per week of community service students reported performing between July 1, 1992 and June 30, 1993.

None	Student did not perform community service.
1–2 hours	Student performed 1 to 2 hours per week of community service.
3–4 hours	Student performed 3 to 4 hours per week of community service.
5 hours or more	Student performed 5 hours or more per week of community service.

Appendix B

Technical Notes and Methodology

The 1992–93 National Postsecondary Student Aid Study (NPSAS:93)

The need for a nationally representative database on postsecondary student financial aid prompted the U.S. Department of Education to conduct the National Postsecondary Student Aid Study (NPSAS), a survey conducted every 3 years beginning in 1987. The NPSAS sample was designed to include students enrolled in all types of postsecondary education. Thus, it included students enrolled in public institutions; private, not-for-profit institutions; and private, for-profit institutions. The sample included students at 4-year and 2-year institutions, as well as students enrolled in occupationally specific programs that lasted for less than 2 years.

NPSAS:93 included a stratified sample of approximately 66,000 students (about 52,000 of whom were undergraduates) from about 1,100 institutions. Students were included in the sample if they attended a NPSAS institution; were enrolled between July 1, 1992 and June 30, 1993; and were enrolled in one or more courses or programs including courses for credit, a degree or formal award program of at least 3 months' duration, or an occupationally or vocationally specific program of at least 3 months' duration. Regardless of their postsecondary status, however, students who were also enrolled in high school were excluded. In addition, all students who received a baccalaureate degree between July 1, 1992 and June 30, 1993 were included and used as the base sample for the NPSAS:93 longitudinal component survey (Baccalaureate and Beyond).

For each student included in the NPSAS sample, there were up to three sources of data. First, institution registration and financial aid records were extracted. Second, a Computer Assisted Telephone Interview (CATI) was conducted with each student. Finally, a CATI designed for the parents or guardians of a subsample of students was conducted. Data from these three sources were synthesized into a single system with an overall response rate of about 85 percent. (Table B1 shows response rates for students in each type of institution.) For example, the variable age was determined by first checking student responses. If a student did not provide this information, age was taken from the institutional record abstract.

For more information on the NPSAS survey, consult *Methodology Report for the 1992–93 National Postsecondary Student Aid Study* (Longitudinal Studies Branch, Postsecondary Education Statistics Division, Washington, D.C.: U.S. Department of Education, National Center for Education Statistics (NCES), 1995).

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors occur because observations are made only on samples of students, not on entire populations. Non-sampling errors occur, on the other hand, not only in sample surveys but also in complete censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all institutions in the sample (some students or institutions refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and estimating missing data.

Data Analysis System

The estimates presented in this report were produced from the NPSAS:93 Undergraduate Data Analysis System (DAS). The DAS software makes it possible for users to specify and generate their own tables from postsecondary data sets. With the DAS, users can recreate or expand upon the tables presented in this report. In addition to the table estimates, the DAS calculates proper standard errors[36] and weighted sample sizes for these estimates. For example, tables B2a and B2b present the standard errors that correspond to selected tables in the text, and the weighted sample sizes appear in B3. If the number of valid cases is too small to produce an estimate (i.e., less than 30), the DAS prints the message "low-N" instead of the estimate.

In addition to tables, the DAS will also produce a correlation matrix of selected variables to be used for linear regression models. Included in the output with the correlation matrix are the design effects (DEFT) for all the variables identified in the matrix. Since statistical procedures generally compute regression coefficients based on simple random sample assumptions, the standard errors must be adjusted with the design effects to take into account the NPSAS-stratified sampling method.

For more information about the 1993 NCES Data Analysis System, contact:

Aurora D'Amico
NCES Longitudinal Studies Branch
555 New Jersey Avenue, NW
Washington, D.C. 20208-5652
(202) 219-1365
Internet address: AURORA_D'AMICO@ED.GOV

Statistical Procedures

The 1992–93 NPSAS survey, while representative and statistically accurate, was not a simple random sample. Instead, the survey sample was selected using a more complex three-step procedure with stratified samples and differential probabilities of selection at each level. First, postsecondary institutions were initially selected within geographical strata. Once institutions were organized by zip code and state, they were further stratified by control (i.e., public; private, not-for-profit; or private, for-profit) and offering (less-than-2-year, 2- to 3-year, 4-year nondoctorate-granting, and 4-year doctorate-granting). Sampling rates for students enrolled at different institutions and levels (undergraduate or other) varied, resulting in better data for policy purposes, but at a cost to statistical efficiency.

The comparisons described in the report have all been tested for statistical significance to ensure that the differences are larger than those that might be expected due to sampling variation. The following two types of comparisons have been made in the report:

Differences in two estimated percentages. The paired comparisons were tested using Student's *t* statistics. Comparisons based on the estimates of the proportions include the estimates of the probability of a Type I error, or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing. Student's *t* values may be computed for comparisons using these tables' estimates with the following formula:

---

[36]The NPSAS sample is not a simple random sample, and therefore simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the DAS involves approximating the estimator by the linear terms of a Taylor series expansion. The procedure is typically referred to as the Taylor series method.

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates were not independent (for example, when comparing the percentages across a percent distribution in this report—a row in a table—a covariance term was added to the denominator of the *t*-test formula).

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large *t* statistics may appear to merit special attention. This can be misleading since the magnitude of the *t* statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large *t* statistic.

A second hazard in reporting statistical tests for each comparison is making multiple comparisons among categories of an independent variable. For example, when making paired comparisons among different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, one must apply a standard that assures a level of significance for all of those comparisons taken together.

Comparisons were made in this report only when $p \leq .05/k$ for a particular pairwise comparison, where that comparison was one of *k* tests within a family. This guarantees both that the individual comparison would have $p \leq .05$ and that when *k* comparisons were made within a family of possible tests, the significance level of the comparisons would sum to $p \leq .05$.[37]

For example, in a comparison of the percentages of males and females who enrolled in postsecondary education, only one comparison is possible (males v. females). In this family, $k=1$, and the comparison can be evaluated with a Student's *t* test. When students are divided into five racial–ethnic groups and all possible comparisons are made, then $k=10$ and the significance level of each test must be $p \leq .05/10$, or .005. The formula for calculating family size (k) is as follows: $k=j * (j - 1)/2$, where j is the number of categories for the variable being tested. In the case of race–ethnicity, there are five racial–ethnic groups (American Indian/Alaskan Native; Asian/Pacific Islander; black, non-Hispanic; Hispanic; and white, non-Hispanic), so $k=5*(5-1)/2=10$.

[37]The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the *t* statistic required to ensure that $p \leq .05/k$ for a particular family size and degrees of freedom, see Olive Jean Dunn, "Multiple Comparisons Among Means," *Journal of the American Statistical Association* 56: 52–64.

Table B1—Response rates for students included in the NPSAS:93 analysis file, by selected institution and student characteristics

	Unweighted response rate	Weighted response rate	Weighted effective response rate[†]
All students	83.4	79.5	85.0
Institution type			
Less-than-2-year	76.7	80.0	86.0
2-year	75.7	73.2	79.9
4-year, nondoctorate-granting	83.7	80.8	85.6
4-year, doctorate-granting	86.2	84.9	89.1
Institution control			
Public	83.2	78.4	84.2
Private, not-for-profit	84.3	83.2	87.7
Private, for-profit	82.2	82.4	87.0
Level and control			
Public			
Less-than-2-year	65.3	78.9	85.0
2-year	73.6	72.5	79.3
4-year, nondoctorate-granting	79.7	76.7	81.6
4-year, doctorate-granting	86.7	85.5	89.7
Private, not-for-profit			
Less-than-4-year	72.5	78.5	84.2
4-year, nondoctorate-granting	85.4	83.5	88.1
4-year, doctorate-granting	85.4	83.5	87.9
Private, for-profit			
Less-than-2-year	81.2	81.4	87.1
2-year or more	85.6	83.7	87.0
Student Level			
Undergraduate	82.6	78.5	84.3
Graduate	86.4	85.4	89.5
First-professional	86.8	87.4	90.4

NOTE: The overall weighted response rate for the student telephone interviews was 67.8 percent.

[†]The effective response rate is R = R1 + (1-R1)R2, where R1 is the Phase 1 response rate and R2 is the response rate achieved among the students selected for the nonresponse follow-up subsample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93).

BEST COPY AVAILABLE

Table B2a—Standard errors for table 2.2a—Percentage distribution of undergraduate enrollment according to level of institution, by selected institution and education characteristics: 1992–93

	Less-than-2-year	2-year	4 years or more
Total	0.71	1.54	1.40
Undergraduate class level			
1st year-freshman	1.27	1.80	1.28
2nd year-sophomore	0.41	1.86	1.81
3rd year-junior	0.23	1.58	1.58
4th year-senior	0.18	1.11	1.11
Level unknown	2.63	3.32	1.93
Control of institution			
Public	0.62	1.81	1.67
Private, not-for-profit	0.19	1.91	1.91
Private, for-profit	4.07	3.20	3.21
Cumulative grade point average			
Less than 2.0	1.16	2.12	2.06
2.0–2.9	0.57	1.75	1.67
3.0–3.49	0.49	1.77	1.68
3.5 or higher	0.92	1.92	1.64
Delayed postsec. enrollment			
Did not delay	0.34	1.50	1.45
Delayed	1.10	1.75	1.51
Number of risk factors*			
None	0.33	1.27	1.28
One	0.53	1.69	1.62
Two	1.04	1.78	1.55
Three	0.72	1.80	1.59
Four or more	1.01	1.98	1.67
Attendance patterns 1992–93			
Full-time, full-year	0.64	1.34	1.39
Full-time, part-year	1.89	2.12	1.97
Part-time, full-year	0.66	1.76	1.59
Part-time, part-year	0.75	1.81	1.51
Undergraduate program			
Vocational certificate	3.74	4.25	1.75
Associate's degree	0.00	0.97	0.97
Bachelor's degree	0.00	0.00	0.00
Other undergraduate	3.44	4.70	3.32
Educational aspirations			
Certificate/other award	3.35	3.42	0.74
Associate's degree	2.15	2.32	0.67
Bachelor's degree	0.73	1.79	1.58
Advanced degree	0.18	1.47	1.47

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table B2b—Standard errors for table 2.2b—Percentage distribution of undergraduate enrollment according to level of institution, by selected student characteristics: 1992–93

	Less-than-2-year	2-year	4 years or more
Total	0.71	1.54	1.40
Gender			
Male	0.61	1.66	1.56
Female	0.97	1.58	1.43
Race–ethnicity of student			
American Indian/Alaskan Native	3.07	6.48	4.44
Asian/Pacific Islander	1.56	2.17	2.10
Black, non-Hispanic	2.04	2.92	2.76
Hispanic	1.40	4.03	3.98
White, non-Hispanic	0.65	1.70	1.57
Marital status			
Not married	0.68	1.45	1.36
Married	0.84	1.95	1.69
Divorced/separated/widowed	2.61	3.16	2.26
Dependency status			
Dependent	0.56	1.50	1.47
Independent	0.93	1.73	1.44
Income and dependency status			
Dependent			
Less than $10,000	2.12	2.86	2.80
$10,000–$19,999	0.90	2.11	2.12
$20,000–$29,999	0.73	2.19	2.11
$30,000–$39,999	0.76	2.07	2.03
$40,000–$49,999	0.96	2.07	1.81
$50,000–$59,999	0.57	1.94	1.93
$60,000–$69,999	0.41	2.24	2.20
$70,000–$79,999	0.24	2.58	2.57
$80,000–$99,999	0.26	2.80	2.79
$100,000 or more	0.25	2.19	2.18
Independent			
Less than $5,000	2.48	2.37	2.25
$5,000–$9,999	1.58	2.00	1.70
$10,000–$19,999	1.27	2.09	1.74
$20,000–$29,999	0.74	1.97	1.72
$30,000–$49,999	0.62	1.95	1.77
$50,000 or more	0.83	2.33	2.14
Age as of 12/31/92			
23 years or younger	0.69	1.51	1.47
24–29 years	0.78	1.74	1.54
30 years or older	0.93	1.84	1.54
Number of dependents			
None	0.59	1.50	1.40
One or more	1.31	2.05	1.60
Single parent status			
Not single parent	0.62	1.54	1.41
Single parent	2.39	2.62	1.82
Income percentile ranking			
Lowest quartile	1.33	1.76	1.66
Middle quartiles	0.80	1.63	1.44
Highest quartile	0.39	1.91	1.85

Table B2b—Standard errors for table 2.2b—Percentage distribution of undergraduate enrollment according to level of institution, by selected student characteristics: 1992–93—Continued

	Less-than-2-year	2-year	4 years or more
Parent's education			
Less than high school diploma	1.46	2.48	1.85
High school diploma/GED*	0.80	1.80	1.56
Some postsec. ed. less than bachelor's	0.65	1.76	1.59
Bachelor's or higher	0.32	1.53	1.50
Average hours worked/week while enrolled			
Not employed	1.07	1.76	1.50
1–20 hours	0.39	1.61	1.56
21–34 hours	0.62	1.78	1.62
35 hours or more	0.90	1.88	1.66
Disability status			
Not disabled	0.62	1.58	1.43
Disabled	1.26	2.25	1.92
High school degree or equivalency status			
High school degree	0.58	1.54	1.45
GED/high school equivalent*	2.23	2.93	1.65
No high school credential	8.79	8.46	1.16

*Passed tests of General Educational Development or high school equivalent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

Table B3—Weighted sample sizes for table 2.2a—Percentage distribution of undergraduate enrollment according to level of institution, by selected institution and education characteristics: 1992–93

	Weighted sample size (thousands)
Total	18,477
Undergraduate class level	
1st year-freshman	8,577
2nd year-sophomore	3,939
3rd year-junior	2,198
4th year-senior	3,012
Level unknown	749
Control of institution	
Public	14,114
Private, not-for-profit	2,936
Private, for-profit	1,426
Cumulative grade point average	
Less than 2.0	2,333
2.0–2.9	5,970
3.0–3.49	3,549
3.5 or higher	3,376
Delayed postsec. enrollment	
Did not delay	10,097
Delayed	7,511
Number of risk factors*	
None	4,068
One	3,408
Two	2,847
Three	3,109
Four or more	3,869
Attendance patterns 1992–93	
Full-time, full-year	5,999
Full-time, part-year	2,456
Part-time, full-year	4,688
Part-time, part-year	5,148
Undergraduate program	
Vocational certificate	2,412
Associate's degree	6,831
Bachelor's degree	7,473
Other undergraduate	781
Educational aspirations	
Certificate/other award	621
Associate's degree	1,035
Bachelor's degree	4,268
Advanced degree	7,790

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System.

ISBN 0-16-048410-3

186

United States
Department of Education
Washington, DC 20208–5652

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of Education
Permit No. G–17

**Fourth Class Special
Special Handling**

BEST COPY AVAILABLE